

VOLUME 43, No. 5

MAY, 1943

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## Annual Provisioning

With the end of the school year approaching, the question of rehabilitation, repairs, and replacements of school facilities is again before us. The procurement of materials, equipment, and supplies is now most difficult, and demands special attention.

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# The CATHOLIC SCHOOL JOURNAL

Vol. 43

MAY, 1943

No. 5

## The Teacher's Debt to Posterity

Sister Julia, S.C.L.

**E** DUCATION is the leaven of democracy; only through education will democracy give to men what men have a right to expect of it. And men have a right to expect a way of living that insures peace and security. In a democracy every classroom is a fortress which must be held at all costs. It is the work of the classroom teachers to win the war, win the peace, build America, and to help build a happier, more stable world. The most powerful weapon for winning this war in which we are engaged is to spread among all peoples the means which will generate a generous, constructive world order of justice and opportunity. Then there can be no twilight of democracy.

### Democracy Implies Christianity

Henry A. Wallace, vice president of the United States, opened one of his recent talks with the following profound thought:

"At the very heart of both Christianity and democracy is the proposition that the individual human soul is sacred, and the voluntary relationship of one soul to another is based on the fundamental link which both have to God the Father."

Now, teaching must strengthen this relationship, this link. For this reason, teaching is a great trusteeship; it is the debt eternal of each generation to the new life which must take its place. As surely as children grow, teaching must go on. Education cannot wait. The neglect of growing youth cannot be repaired. And the war intensifies the need for good teachers. Victories in war and peace are won not by machines, but by men—men of purpose, skill, initiative, and courage. Men mine the ore, make the steel, fashion the weapons, fly the planes, negotiate the treaties, keep or break the peace. Men build the future.

### The Teacher's Sacred Task

The making of men capable of building a future that has as its keynote a lasting peace, lies in the hands of the teachers, who are men and women trained for their job. Theirs is the job of inculcating interest in others instead of in self; theirs is the job of upholding, exemplifying, and spreading all the ideals that make what we call democracy. The preservation of America is conditioned upon discipline and self-sacrifice; but since these are inseparable from religion and morality, the future of America depends upon the attitude of Americans toward God. We need a life of more self-discipline in the form of less selfishness, less hate, less avarice, more sacrifice, more tolerance, more respect for law and authority, more morality, more God.

In one of his radio talks last year, the Right Reverend Fulton J. Sheen made this very penetrating and sagacious statement:

"This much is certain: We will have discipline in the future, and if we do not enforce it freely upon ourselves, we will have it imposed from without—a cruel, tyrannical discipline."

This is a truth that must be imparted by teachers to their students. Europe was nourished on Christian virtues; it knew obedience to authority, self-discipline, penance, and the need of redemption. But when it began to starve through the abandonment of the Bread of the Father's House, it seized, like the Prodigal, on the fodder of militarism and the glorification of the sword.

### Our Christian Heritage

Teachers have the responsibility of not only recognizing that such positive evils exist, but also of providing means for combating these evils. The denial of evil

as evil has hindered our moral development. Let teachers teach that dictators are not the only evils. They are more the creatures of evil, the creatures of godlessness, selfishness, and repudiation of morality, domestic, industrial, and international. And it is well for us teachers to keep before our own minds and to teach with thoroughness how one day when the Apostles came to Our Lord confessing their inability to drive out certain devils, they were told by Him that that kind was driven out only by prayer and fasting.

Teachers cannot be blind to history, to revelation, and to nature, and talk only of the enemy from without and not of the enemy from within. It is the enemy within that needs our attention and that will be conquered only by the rebirth of national discipline. Are we teachers really teaching our students how, in the crises of our national history, there are evidences of a self-discipline that are now lacking? Are we teaching how John Adams in 1799 proclaimed that "in circumstances of great urgency and seasons of imminent danger, earnest and particular supplications should be made to God who is able to defend or to destroy"?

Do we teachers show our students that when this new and weak nation was swept into the Napoleonic Wars, President Madison, three times between 1812 and 1815, called for "public humiliation for the transgressions which might justly provoke the manifestations of His Divine Displeasure"?

Are we making our students aware that, in the trying days of civil strife, President Buchanan set aside January 4, 1861, as the day when "all people should assemble according to their several forms of worship to keep a solemn fast"?

Have we taught our students that, five

times during his presidency, Abraham Lincoln called on the people to "bow down in humble submission to God's chastisement to confess and deplore their sins and transgressions in the full conviction that the fear of the Lord is the beginning of wisdom, and to pray with all fervency and contrition for the pardon of past offences, that we might be spared further punishment, though most justly deserved and that the Throne of Love might bring down plentiful blessings on our country?"

Do we bring to our students that moving plea of Andrew Jackson for a "day of humbling ourselves before Almighty God"?

Are we teaching that Grant, in 1871, set aside November 30 as a day for asking Almighty God for "merciful exemptions from evils"?

All this indicates an American tradition that has been lost, and we should take cognizance of this loss, since the last presidential proclamation issued in the United States which admitted the possibility that we ought to ask God for something else than prosperity and which envisaged the possibility that we needed some regeneration was that of President Wilson who proclaimed Thursday, May 30, 1918, as a day of "public humiliation, prayer, and fasting."

#### Our President's Appeals

Although that was the last *public proclamation* setting aside a day for beseeching divine clemency, we cannot be unaware of or fail to support President Roosevelt in his frequent requests over the radio and through the press for prayers to Almighty God that our nation will be blessed and guided by Him upon Whom we depend for our continuance as a democracy. And through our President we may look for a return to the tradition of public prayer and humiliation. For America will never be beaten from without, as long as it is moral from within.

We should face the hard fact that all civilizations, after a certain length of time, become encrusted with bad philosophy and worse morals. The effect of this encrustation is to smother the more vital forces within a nation such as religion, morality, sacrifice, the practice of virtue, and the influence of the Church of Christ. War is not necessarily the end of a civilization. It may be the beginning of a new and a better world. And this war, under the Providence of God, may be the breaking of the shell of modern civilization and the releasing through good teachers of those spiritual forces which, up to now, have been imprisoned by the forces of irreligion.

#### Christian Ideals Essential

Basic skills will be needed in the future, but future generations must be offered something more than machines. Besides bequeathing the electric dynamo, the motorcar, the locomotive, the machine gun,

there must be given to posterity *ideas* that can benefit people. Through teachers, can, and must, be spread the great idea that makes America possible. The men who started our country put down in black and white that each of us counts because he comes from God, that our rights are God-given, and no man or government can take them from us. Teachers must teach this to all people all over the earth. The teacher must make every individual feel that he counts. It is an old and eternal reason: Man is a child of God, made in the image of his Father. There can be no letup in magnifying the divine mystery and the holiness of man.

Children need a sense of courage and confidence in themselves these days when both parents may be out of the home. Teachers who have a real love for children and a calm sense of courage can help their boys and girls face insecurity with intelligence by following the formula given by the Master, and Who night and day gave Himself to others, especially to the broken in body and spirit. Ours is a thrilling opportunity and responsibility. If we won't help the world, who will?

#### Our Perennial Opportunity

These are no ordinary times. The need for effective instructors is greater than ever in our history. There are not enough competent teachers to go around who are willing to work, in season and out of season, to build a morale that will make of this a strong country and keep it such.

It is true that the routine work of the teacher will always exist. And, because of this, there is always the temptation to become bored and to become pedantic. Because teachers deal with the young, beside them they seem omnipotent and soon begin to feel so. Could there be a greater illusion? For the only chance at omnipotence will come in the effort to better liv-

#### A LESSON IN POLITICS

Recalling President Roosevelt's campaign against the "Nine Old Men," in 1937, Rev. Edward Dowling, S.J., an associate editor of "The Queen's Work," national Sodality monthly, points out in the March issue that the average age of the Supreme Court now is 56 years, as against that of Cabinet members, 63. "The Cabinet," he says, "with 75-year-old Stimson, 71-year-old Hull, 69-year-old Knox, Ickes, and Jones is making the Supreme Court look like a youth movement."

The influence of government on individual lives is reflected in the growth of taxes, Father Dowling comments: "In 1913, when the federal income tax was first imposed, a married man with two children paid \$10 a year tax on a \$5,000 annual income." The amount now is \$725.80. "A strong reason for becoming interested in politics."

ing conditions in the community in which we work. Madame Chiang Kai Shek very aptly has put it this way: "The most important factor in reconstruction is the spiritual renewal of the people and the improvement of their character." It is only the rare occasion that will see our work spectacular, but effort toward betterment there will have to be. There must always be the *idea* and the *ideal*. Teachers are sent to "all people." If work has to be done in a poor neighborhood, there is a chance to help better conditions, to give people a sense of beauty and of hope. If the neighborhood is prosperous, there is the opportunity to guide children's developing sense of values so that they will put first things first. If the district is lonely, the teacher can bring the people together to share experiences and fun. This can be done by the lay teacher more easily than by the religious, for the teacher is the natural medium of exchange every place. When a teacher grows into a community and sees the youth not merely as learners but as lovable human beings, growing, experimenting, that teacher can help and guide as no other agency can.

#### Children Our Precious Possession

Teachers can never afford to forget that they are entrusted with the most precious wealth of the nation, its children. The children in our schools today are the men and women of tomorrow, the carriers of democracy. What they are as men and women is, to a startling degree, our responsibility. Children will need the basic skills if they are to be competent citizens. Teachers do this task competently now, but our responsibility does not end there. Account must be taken of the developing attitudes of these children. If they develop something better than mere tolerance—a genuine liking for peoples of different races, creeds, and colors—it may be the result of having spent a year with a teacher who kept alive this friendly appreciation of other peoples.

Teachers who know the founding fathers of our country, not as a series of names and dates, but as troubled, earnest men, giving voice to the best expression of democratic principles ever formulated, can make those men live for their students. And if the students value those democratic principles, it will be mostly because their schools are living embodiments of those principles. Boys and girls need such schools and such teachers as never before. Teachers are the guardians of such civilization as we know; they are emissaries of tomorrow; they are the harbingers of a better postwar world; they must be the foremost workers in bringing to pass the words of President Roosevelt:

"We shall win this war, and in victory we shall not seek vengeance but the establishment of an international order in which the spirit of Christ shall rule over men and over nations."

# The Technical Course in the Catholic School

Rev. Joseph A. Coyne, O.S.A.

THE present demands of our country at war have brought before the public the crying need for skilled craftsmen and trained technicians. For years we have lived in a machine age, and, when the present crisis has passed there will still be the same emphasis on industrial skills. Although modern America may be called the hub of the industrial world, yet our education in general, and the Catholic educational system in particular, has failed to meet the demands of industry. Certainly the world needs men who can think clearly, men who will be "leaders of thought"; but it also needs men who can use their hands skillfully. It has been true and always will be true — before the war, during the war, and after the war — that the vast majority of the population will be workers.

The average training given to boys in high school is designed to produce "leaders of thought," while preparation for a career as a working man receives little consideration. The number of Catholic high schools that are offering training to fit the student for the working class is very small; the number of Catholics belonging to the working class is very large. About 80 per cent of all high school students never go to college. According to statistics, a good part of the Catholic population is centered in the large industrial cities. Thus it would seem that Catholic high schools in these areas would try to fit their students for a better place in the industrial world. However, the personnel of the Catholic secondary schools have had most of their training in the classics or the pure sciences. Not being familiar with the industrial world, they are not cognizant of its needs or problems.

Is it necessary to change our whole philosophy of education to meet the needs of the times? Are we to drop our time-honored system of education to satisfy the growing demands of the industrial world? It is not necessary to change our philosophy of education. Catholic education, it has been demonstrated, time and again, is basically sound. To this sound base it is possible to add some courses to meet present needs, needs that have been clamoring for a solution the past 25 years.

## A Solution

By way of example, the story of one Catholic high school may be presented. This school saw the need, faced the problem, and, we think, solved it. After the presentation of the story you will understand that this article is not just armchair theorizing. St. Rita High School in Chicago is a Catholic high school for boys on the

south side of the city. The school is conducted by the Augustinian Order. Eight years ago a few far-sighted men ventured upon a plan to set up a program of training that was designed to give the average boy at St. Rita High something more than an *exposure* to the time-honored curriculum found in most Catholic high schools. The plan was to add straight technical subjects, as elective courses, to the curriculum. This meant shop space, the purchase of expensive tools and equipment, and, most important of all, trained instructors.

The need for such technical training was quite apparent. In an industrial city like Chicago, and what city in the United States is not industrial, the number of Catholic boys enrolled in the public high schools that offered technical training, industrial arts, and vocational education was simply astounding. Many of them went to these schools simply because they could not obtain the desired technical training in a Catholic high school.

As was to be expected, the plan met with many objections and serious obstacles but, being an excellent one, it was able to weather the storm of protest. A little explaining solved the objections and

a good bit of hard work and downright economy overcame the obstacles.

## Electives Added

The existing curriculum was set up to offer the academic, scientific, and business courses. The new course to be added was called the technical course. The basic training in religion, mathematics, physical science, social science, English, etc. was not changed; something *new* was added.

St. Rita High, being a member of the North Central Association, still had to meet credit requirements. The new course simply made available, as electives, technical subjects such as wood shop, mechanical drawing, machine shop, electricity, radio, aeronautics, automotives, etc., just as typing, shorthand, business law, economics, etc. are electives peculiar to the business course.

The following is the curriculum for the first year:

Academic	Scientific
Religion	Religion
English	English
Algebra	Algebra
Latin	History
Gen. Science	Gen. Science
Phy. Ed.	Phy. Ed.
Business	Technical
Religion	Religion
English	English
Algebra	Algebra
Typing	Gen. Science
Gen. Science	Wood Shop
Phy. Ed.	Mech. Drawing
	Phy. Ed.

It will be noted that religion, English, mathematics, and science are common to all four courses. The curriculum for the other years is set up in a similar way. The basic subjects remain the same for each course. The curriculum for the third year is as follows:

Academic	Scientific
Religion	Religion
English	English
Language <sup>1</sup>	Language
Latin	Mathematics
History	Physics
Business	Technical
Religion	Religion
English	English
Language	Language
Business <sup>2</sup>	Elective <sup>3</sup>
Stenography	Physics
Business	Technical Elective
Economics	Aeronautics
Business Law	Electricity-Radio
	Drafting
	Air Conditioning



Making a Wing for an Airplane in Third-Year Aeronautics.



*The Air Conditioning and Refrigeration Laboratory.*



*In the Auto Shop.*



*A Milling Machine.*

**Scenes in the Shops at St. Rita's High School**



*Studying Carburation in the Airplane Engine Shop.*

### Skills and Information

Lest it be misunderstood as to what constitutes a technical course—at least, according to our philosophy of education—let us try to define what it is: First, by limitation, a technical course is not a preparation for a trade or vocation; it is not just industrial arts and, most emphatically, it is not a course for subnormals or morons. It strives to offer basic manipulative skills, with some specialized training, and emphasizes the necessity of clear, logical thinking. To put it briefly, to work precisely but first to think clearly.

The former is accomplished by the various shop courses, which are not designed to train in specialized skills but to impart a knowledge of tools and machines, of measuring instruments and tolerances, of methods and procedures that are used in industry. The basic training, then, is an excellent preparation for industry. The latter objective, clear thinking, is accomplished by mathematics, physical science, social science, and English. The formal classes in religion and the spiritual training received in a Catholic school offer a well rounded educational program.

Such a program exemplifies the Augustinian educational system, which system is based on the underlying design of Saint Augustine for the development of the human personality. Saint Augustine reduces human activity to three phases: the activity of the heart, the head, and the hand.

### Discipline and Use

There is a tradition, incorporated in Catholic educational circles, which attributes to Latin and Greek the stamp of excellence as mental discipline for youth. Granted. But it is only a tradition of the past. Since then the world has changed. If we must have a subject solely for the purpose of mental discipline, why not select one which will be both disciplinary and practical? Forcing all the boys to take Latin is like trying to make them "eat their spinach." The cry goes on: "What good is Latin? I'll never use it."

Another study for mental discipline which is as effective as Latin and more practical is algebra. Yet the average boy will again question: "What good is algebra?" The present interest in aviation has answered that question. The prime requisite for the study of any phase of aeronautics is not only algebra but practically all mathematics. From the purely technical viewpoint, mechanical drawing is another excellent mental discipline. Its practical value is quite apparent. It is certainly a discipline for the hands.

If we want Catholic leaders in industry—and there is a dearth of them—as we have and want leaders in other fields of our national life, then the place to plant the seed for industrial leadership is in the adolescent mind. Catholic leadership in industry is as necessary as leadership in any other field. A study of the present

power and influence of labor unions will indicate the vital necessity of greater Catholic participation in the key positions of the industrial world.

#### A Popular Course

The results of the introduction of the technical course were readily apparent. The student registration in 1936-37 at St. Rita High School was 430; the registration in 1942-43 was 1441. Of the four courses that are offered to the students: academic, scientific, business, and technical, 67 per cent of the student body is enrolled in the technical course, and there is a waiting list.

Thus, Catholic education in secondary schools will progress and keep pace with the changing times if it endeavors to give the students not necessarily what they want, but what they need. Education is no exception to the truism that with time things change. Therefore, Catholic education to be vital and practical must keep in contact with the modern industrial world.

*Preparing to Install the Motor in an Airplane. Students at St. Rita's learn principles and processes by first-hand experience.*



## The Curriculum for Air-Age Education

Sister M. Aquinas, O.S.F.\*

I HAVE been keenly interested in all the articles in THE CATHOLIC SCHOOL JOURNAL during the past few months on changing our school curriculum to put it on a wartime basis. But may I suggest that we want to do more than consider the problem from a wartime point of view. Our educational system needs more than a "war shot," it needs a "blood transfusion"; in fact, it needs to have the chemistry of its system changed.

I agree with Sister Jerome Keeler, O.S.B., in her statements in the April issue that whatever we do to the curriculum, let us not neglect the old skills of reading well, spelling correctly, writing legibly, and speaking distinctly. In the coming years, these skills will be as essential as they ever were. The ideas I wish to project in this story will increase the chances we now have to cultivate these skills, not only in the high I.Q. group, but also in those young Americans less fortunately endowed.

My starting point for revising the curriculum can be found in the January issue, page 20, where Sister Mary Gerard, O.P.

has so well described an ABC foundation course in Aeronautics. She stresses there the *interest element*. To me, this is the pylon around which we must orientate all our new ideas and the new courses we are going to introduce in changing the educational system in which we now operate.

I am pleased to see so many of our Sisters interested in this project, which is our biggest job now and then—and by "then" I mean the postwar curricular adjustments. We don't want to build *now*, and again after the war. A curriculum is a "hard nut to crack," so let's do two jobs with one "crack." The basic conclusion on which we will start to operate, I am convinced, is correct; namely, that after the war, we will have the same *interest element* we have now—the interest our youth have in Air Education.

Sister M. Vernice, S.N.D. in her series of articles on the "Curriculum in the Elementary School" explains and evaluates the various modern theories regarding the curriculum. One of these, a theory of "real life situations," maintains that the "curriculum should be organized wholly in terms of pupil activity," and that "to minister effectively to the development of

the growing child, the traditional, logically arranged subjects of study must be overthrown, and in their place arises a curriculum of activities, appealing to the interests of children, and involving the learning of only those knowledges and skills as are pertinent to the fulfillment of the activity in progress."<sup>1</sup> The ideas I am projecting in this article may seem to savor of such theory, for the things we want in the newer education will involve greater curricular changes than we have seen recently, but I feel that we can make them without losing the values of the present curriculum, obtained through years of earnest research.

We Sisters seem to be agreed on the basic psychological principles of education involved in our present duty. Most of us have had a little experience during the past year in organizing subjects that will make up the "prescription" that we are going to write out for the new system, which we are calling the Air-Age Education. Agreed on the basic educational ideas involved, we can get down to some real planning. We're going to make plans that we are going to carry out next semester.

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Last year I talked these problems over with my high school students, and with high school students in other parts of the country that I visited. They gave me some suggestions. I found them enthusiastic, ready and anxious to cooperate with us on this new education. They are the ones to receive it, so I thought they ought to be consulted. These young Americans only confirmed my own ideas on the whole program.

To give my ideas a further chance to be wrong, I organized an airplane club the second semester of last year. I didn't know any more about airplanes than the aerodynamics I had had in physics, but the members of the club and I put all we knew together. We had a kind of "Jackpot" into which we put some interesting ideas from each week's meeting. We had requests from grade students to join the club and we took them all in with "the more the merrier" idea. I told them, however, that they weren't going to a weekly tea party, and that they were really going to learn about airplanes, and the subject was not easy. This didn't scare anyone, and the *interest element* was indelibly impressed upon me when I saw fifth graders sitting on the edge of their chairs, swallowing such vocabulary as "aerodynamics," "stabilization," "centrifugal force," "center of gravity," "center of pressure," etc. They kept coming because it was "life" to them. Time and space do not permit me to detail the program we carried out, but on Field Day we had a contest with the models they built.

The result of this experience was a determination on my part to learn enough about the work to organize classes in the fall. I consulted my mother superior about getting some help on the subject, for I was unable to attend any summer session on account of other duties. Mother helped me arrange appointments at the nearest airport. The authorities there were most willing to give me the needed instruction, and urged me to learn airplanes by learning to fly. I took the eight-hour dual-instruction course, and covered the assignments in the government manuals, No. 22-25 inclusive. I spent a day in the nearest meteorological station, watching the instruments function, and learning how to make a weather map. With this start, I opened a two-year course at St. Ambrose High School, Ironwood, Michigan, in which capacity I am now functioning.

I have continued my studies all year, and have had the advantage of repeating the material to two evening classes besides my high school class. In one of my evening classes I have public-school teachers and students, flyers working for aeronautical knowledge to pass their private-pilot license examination, and others interested in the subject. Doctor Carrothers of the state department found our course well developed and progressing. He was interested in every phase and heard the

experiences of those who were taking flight at our airport, with preflight in our class. I have received ideas from many sources, and not in my thirty years of teaching experience have I witnessed a time more ripe for a curricular change than now.

In my class in high school, I find that students who are not in the upper half of their class earn B grades in this subject. This is because of the *interest element*. In my evening class with the Sisters, we have given curricular changes a great deal of discussion, and have arrived at the conclusion that before we can really give air-age materials the place they deserve, we will have to make a few major changes in our requirements for graduation. Before we can do this, colleges will have to make a few changes in their entrance requirements. Some of the social studies will have to be eliminated, or recombined, to provide space for the air-age subject. Cooperation of higher educational authorities will have to be secured, and so the problem becomes more broad.

For the duration, this new program can be adjusted easily so that students in the upper bracket can be accelerated through high school, completing minimum graduation requirements in three and a half or three years. This will make more 17-year-old manpower available for preinduction programs. This will have many advantages in an after-the-war program.

As I see it, the biggest changes will be in the field of social studies. Perhaps there should be less emphasis on the Latin language, and more on the modern languages. The whole mathematics structure will be revised, though many of the present elements will be retained. English should undergo some vital changes. Physics will be revised, though not fundamentally. If we want the benefits to general education of the air-age materials we must not superimpose them on an already overburdened curriculum—we must make a new curriculum, and forget about some of the traditional ideals we have held up to ourselves. Every high school teacher and student knows that there is plenty of what has been called "deadwood" in our present courses. We are due for a housecleaning. The handwriting is on the wall. The newer materials are so much more fascinating, and produce so much more mental development because of the *interest element* that we want to be ready next fall with a real program.

#### FILL OUR COLLEGES

The value of the undergraduate Catholic layman cannot be lost. His help is necessary not only to the university but to the family life of the nation and also to the business life. If ever the world needed clear-thinking Catholic young men, the time is now.—Most Rev. Joseph Corrigan, late Rector of the Catholic University of America.

From what I have written one can readily suppose that the momentum of this change will reach the grade curriculum. Our reading program will undergo several changes. Our geography teaching will be greatly changed. We will teach our children how maps are made, before we put maps on their desks, and the maps we give them will be vastly different from the ones we learned in our day. But geography will really be learned never to be forgotten, if we use the air-age materials. And the pupils will love it, because they will accept everything that is in the air-age curriculum with that *interest element*, and one has only to become familiar with the proposed projects to assure oneself of the real life environment that this material will bring into our schoolrooms.

In order to get some idea of how far down in the grades to start, our primary teacher worked out an adaptation of air-age materials in grades one and two. Space does not permit me to describe this program, but the results have been quite surprising. The materials have been engrafted into the reading, writing, and spelling courses, with such effect, that one can only hope that the efforts can be continued throughout the grades in a progressive manner, so that what we are teaching this year in our high schools will, for the most part, have been learned when the eighth grade is completed, leaving the high school with wider opportunities for more advanced development, and time for experiments in the allied subjects.

The proposed projects that now seem too far advanced for the present high school levels will become the common procedure for those years, with the grade curriculum air conditioned. As for the results to general education in reading, writing, spelling, and speech, I can vouch for much more performance than in the present system, by what has been done these few months in our experiments here.

Our Sisters will prepare themselves for these changes by studying the materials already published in the field. The departments of research that have been organized to draw up this material have done well, but much more must be done before all the textbooks that we will need will be written. At the Catholic University this summer, four courses in the fundamentals of the subjects will be given, with a view that both grade and high school teachers will be equipped with the knowledge that will make them leaders in curriculum making.

Here we will have a gathering of teachers from every part of the country, and we will learn the materials, do experiments that will make us familiar with the projects and the environment that we will create in our classrooms to enlist the *interest element* that we are making our capital. The work is fascinating, the Sisters will like it, and understand why the students are liking it so much.

# Teach Them to Speak English

Gertrude Corrigan

IT IS generally assumed that the true and perfect Christians which our schools are trying to form are expected to play an active and efficient role in life. To this end, all the arts may contribute. They enlarge spiritual horizons, enrich life by purely cultural means, or supply techniques for commercial purposes. Supreme among the arts are the tools of learning—reading, writing, and speaking. These three are essential to the progress of civilization since they are the chief and ordinary means for the exchange of thought.

The art of speech is the most useful and the one common to all humanity. The first learned, it enables the infant to become a sentient member of his family group. During the first six years of life, a vocabulary sufficient for human needs is acquired, and habits of speech formed in these years tend to persist throughout life.

Speech should have special attention in education. Good address, a pleasing manner, clear utterance, correct forms of language, a confidence born of the power of impromptu delivery, the ability to find the proper phrases to clothe thought while standing before an audience, these are accomplishments of inestimable value to every citizen of any age, of the business, professional, political, or leisure world. There is no power so primed with real commercial value in the world of affairs as that of ready, forceful speaking.

To face an audience with confidence, to speak readily without previous preparation, to formulate ideas without putting them on paper, to arrange thoughts in good order for extemporaneous delivery are abilities that should be acquired and practiced, and the training should be started in the grammar grades.

## Teach English Orally

Good English can be taught through oral practice and skilled direction much more successfully than by way of written exercises. Schools spend far more time on teaching written forms than on polishing off spoken recitation. Yet, of the two, the oral expression is by far the more important. People speak hundreds of times while writing once. There is a minimum of carry-over from written speech to oral delivery; good writers are sometimes careless in their speech.

Possibly because it is easier to supervise the teaching of English by way of writing, emphasis has been placed on written rather than on oral drill. The large class membership in grade schools tempts teachers to conduct written recitations, as these can be supervised out of school hours. This is not the place to characterize the wasteful-

ness of this procedure but if the hours thus spent by conscientious teachers were to be placed on oral work, the results would be more commensurate with the effort. Then, too, the oral drill has the added advantages of opportunity to secure clear enunciation, proper voice placing, good posture, and self-reliance.

## Revise the Time Schedule

The apportioning of time on the curriculum is one of the most difficult matters in educational planning. Yet, if at any time in the history of education it were well to make a change in the scheme of allotment of time to the various subjects children must be taught, that era is the present one. With a class membership of forty pupils, only six minutes per day can be allowed to individual recitations. If the time for singing, physical culture, assemblies, and other union exercises is deducted from the daily program, these six minutes per pupil may be reduced to less than half. Days may pass without hearing the voice of certain pupils in individual recitation.

School hours are already long enough for grade children; for the lower grades, they are now too long. Time for some of the curricular subjects must be cut to make room for the subjects requiring more time than is now allotted to them.

Certainly physical education should not be curtailed. More time for singing and for art is imperative. Monthly assemblies now are more than ever needed to give youth a feeling of democracy and of solidarity and to promote patriotism.

Geography and history can be combined with resultant gains to both social-study subjects. Arithmetic has always had the lion's share of time. Children who have no natural aptitude for calculations have been discredited as scholars after wasting precious hours on a subject which enters into later life to a very small extent. Office machines now reckon amounts of money in business transactions. Some educators are convinced that the mental discipline and acumen resulting from the study of mathematics can be had from any other school subject pursued sincerely.

These changes in the curriculum are suggested in order to gain more time for oral English, which, being individual, requires practice by each pupil in class hours. Some phases of the needed instruction in speech may be given in the reading lessons, as, for example, drill in phonics, which, by the way, should occur in every grammar-grade reading exercise. Some items should be part of singing instruction, and some belong in the lessons in technical grammar. Some lessons in the technique of public

speaking may be given to the class as a whole, but each pupil must get frequent individual attention in class so that enthusiasm for the necessary practice will prevail.

## Cooperation of the Class

Economy in education demands that there must be present in a class, "the will to learn." Any method will fail, at least in part, unless this "will" is active. The creative urge, innate in youth, can be invoked to rouse the will to activity and to self-imposed tasks. The spirit of the game can be made to enter into class drill and vivify it. The exercises should be cooperative, not competitive, in nature.

The purpose of the class in oral English is to train every pupil to speak well. To this end, the teacher must always conduct the class so as to prevent the few from monopolizing the time. Any topic may be chosen that fits the understanding and experience of the pupils.

There is one occupation that of the salesman, for which every child realizes the need of ready speech and good English. Let the teacher suggest that the pupils take turns in giving selling talks to classmates. It is best to have the article selected by the pupil before the class. Lacking this, a good picture of the thing to be sold will answer, or the speaker may make a drawing on the blackboard to show the merits of the goods. Neighborhood stores will lend gadgets of small value to polite pupils for the purpose and amiable clerks will give valuable hints on selling points. Some of the articles of household use can be borrowed from the parents and friends of the pupils.

As soon as any member is ready to sell, start the game without formality. If the class has a good spirit, the "homeowners" may ask questions of the salesmen. Sales order blanks, which add to the realism of the talks, can be had from near-by stores, or the seller may make out such forms. Encourage timid ones to get into the game early. Praise good work but never give personal criticism in class. Never permit members of the group to criticize; that is discourteous, unfair, and impolite. Criticism is the prerogative of the teacher who is able to give it discerningly; class criticism tends to arouse animosities and personalities.

After the class has played the game a few times, the teacher is ready to give class instruction. Principles may be stated. Good stage presence may be analyzed. Enumerate the several qualities of a good speaker. Call attention to clear enunciation, proper breath support, amiable man-



— J. Maloney in the (Brooklyn) *Tablet*  
A Large Contribution

ner, direct looking at the audience, firm, well balanced standing position, concise statements, and good English. These are matters the salesmen are ready to learn.

#### Individual Instruction

In some localities, the teacher may have to establish a list of expressions that are "taboo." Slang, the use of the participle for the predicate verb, various colloquialisms—all of which may be taken up in grammar lessons. It has been found that correction of these errors in written exercises fails to erase wrong phrases from spoken English. Persistent errors may be the subject of personal admonition outside of class hours. Try to make the pupils conscious of their own speech and self-critical. Do these services for the children only after much free practice and aid in getting the principles in hand. Commend any improvement in style and manner of delivery wherever possible. Children thrive on praise and are easily discouraged.

Try to get cooperation of classes in other subjects. The music teacher can teach proper placing of the voice which is the same for speaking as for singing. The music teacher can give exercises in breath support and diaphragm breathing; also, instructions on opening the mouth in vocalizing and in relaxing the muscles of the

throat. All these things are essential to good voice production whether in singing or in speaking. The physical-culture class can give practice in balancing the weight back and forth on the feet, placing it finally on the ball of the feet equally distributed on both. Correction of bad posture, and teaching of proper standing and sitting position is part of all gymnasium courses. Cooperation from all classes in the elimination of needless phrases, repetitions, wandering from the subject helps extemporaneous speech. Train children to get their recitation well in mind before giving it; give time for this process after calling on the pupil to recite. Pupils, however, should not be hampered in reciting by a too rigid adherence to form. It is in the oral English class that pupils are expected to be critical of their own expression, apart from the content thereof.

#### Pupil-Controlled Activities

All classrooms should have a room club with officers duly elected by the members and subject to right proceedings under recognized parliamentary rules. This club should be ready to conduct weekly or monthly programs of a social nature. The teacher should know the content of each number on such programs before they are rendered. Much embarrassment may be avoided by following this rule.

After a public-speaking class has been in training for some time, timely topics such as the Red Cross and Community Chest drives or benefits may be the subject of speaking practice. Speakers on these and other public-interest movements may be requested to speak before the members of other rooms.

Good practice in oral English can be had by telling of incidents happening on the way to school or to church, the family picnic or the week-end excursion, or, perhaps, a fire that has occurred in the vicinity. Never permit a speaker to take more than a reasonable time for his talk. This rule tends to curb the vague, rambling talker as well as to apportion the time justly. Cultivate sincerity with good will.

Teachers, in common with all human beings, are variously gifted, but one trait that all may cultivate is a sense of humor. Life is hard indeed without that gift. A sense of proportion and a good perspective are immensely valuable assets in teaching.

#### The Power of Example

All teachers should be masters of English, or of the language in which they teach. They should be careful at all times to use only the best at their command. Young people imitate readily. And they like to hear their teacher speak in well-modulated tones and in well-chosen phrases. A teacher can do great good to children, whose hearts may be heavy for reasons of their own, by bearing a cheerful countenance at all times, and by a

ready smile of sympathy on the many occasions which call for it during the long day.

Young people are interested in words as words. A new word is an adventure to them. Try taking a new word into the classroom each day. Thus the pupils' vocabulary will grow day by day, and some will like to take up the game of new words for themselves.

By the time children pass into high school their training in the ready use of speech should enable them to take an active part in the various organizations they will find there. If they are not to have secondary education, their grade school training in oral English still remains an accomplishment that is worth real money in the commercial world and is a valuable contribution to good citizenship.

#### New Men Needed

*New Men for a Better World* is the title of the Lenten pastoral of His Excellency, Most Rev. Aloisius J. Muench, bishop of Fargo, just published in pamphlet form. Bishop Muench's pastoral letter is a masterly plea for a return to true Christian living as the solution for all the evils of our time. He says:

"In the midst of the most colossal war that has ever stricken mankind men are talking of a new order of things when the war has come to an end. From mouth to mouth fly phrases, such as, a new world, a new era, a new order, a new civilization. . . . Civilizations are not better than the men who make them. . . . The rights and freedoms, for which they fight, are but empty words if they are not filled with the idea that men came forth from the hand of the Creator; are made in His image; and enjoy equal rights because they have the same common divine parentage. . . . Hatreds can make neither a good nor a lasting peace. Fortunately, this is recognized by earnest-minded men who are thinking about and planning postwar peace. They keep in mind the important utterance of the President of the United States that we have entered upon this war in no spirit of vengeance. . . .

"Everywhere on this earth there is a great longing for a better world. The new men in Christ Jesus can make a better world. Let them accept their responsibility. Let them be vigilant, lest, having sacrificed the blood of our youth, the making of the peace will be handed over to ambitious schemers; lest, having waged a war for human rights, these be abandoned with our politics; lest, having overthrown the monsters of all-powerful states, such a state be allowed to grow up in our midst. A greater calamity than this could hardly happen. There is reason to fear that new demagogues and new tyrants will arise to seize the reins of power. This will not happen if men, seekers of God and lovers of Christ, apostles of His Church and loyalists for the Christian faith, and keepers of the brotherhood of men, clothe themselves with the character of the new man, and in unity of faith and charity seek earnestly to achieve perfection of manhood for the attainment of the full stature of Christ in their lives."

# Saint and Soldier: A Drama of Britain's Protomartyr\*

Hugh de Blacam

(Dedicated to His Eminence Cardinal Hinsley)

## Characters

Rufus, a boy serving Albanus; a Priest, called Amphibalus; Albanus, a Roman officer; Marius, a General; Standard-bearer; 1st Legionary; 2nd Legionary.

## Scene

Outside the Villa of Albanus, near Verulamium (St. Alban's), in June in the year 304.

[The curtain rises on the sunlit scene: the terrace before the porch of the house, which is seen at left. In the right foreground is an altar, with the bust of the Emperor Diocletian. Beyond a low wall at the back are glimpses of the woodland of Britain.

Birds are singing. The boy Rufus is whistling as he dusts the image of Diocletian and arranges a laurel chaplet on its brows with indifferent care. The chaplet falls as Rufus' attention is drawn to a stumbling footfall.

He turns to behold the Priest, a gray, frail figure wrapped in a brown cloak, entering furtively.]

RUFUS: Who are you, Sir?

PRIEST: I am . . . I am a traveler.

RUFUS: I see that, Sir. But I must know your name if I am to announce you to my master, when he returns.

PRIEST: Yes, yes. But who is your master? Whose is this house?

RUFUS: My master is the noble Albanus, a tribune of the Roman army. This is his ancestral villa, outside the city of Verulamium, on the road from London.

PRIEST: Albanus. He is a young man of good repute.

RUFUS: Of good repute, surely, even among the nameless people of the roads . . .

PRIEST: He'll not deny me a draught of water. Water, I say . . . [He staggers and falls.]

RUFUS: Why should anyone refuse you water . . . or wine itself, old man? Come, bear up. My master refuses none.

PRIEST: Not all . . . not all . . . will give it, to me, in these days . . . but there's a blessing on those who help the wayfarer.

RUFUS: Rest here, old man, and I'll bring it.

[He runs for water. The Priest raises his eyes in prayer.]

PRIEST: Pax huic domui . . . et omnibus habitantibus in ea.

[Rufus returning, recognizes the Christian sign, as the Priest weakly signs the cross.]

RUFUS: You are a Christian! . . . a priest?

PRIEST: By the grace of God, my child, His servant, though little worthy. God reward you for this healing water.

[He drinks, supported by Rufus and revives a little.]

RUFUS: Give me your blessing, Father. I am a Christian.

[The Priest blesses him, murmuring the Latin words, then speaks with deep feeling.]

PRIEST: My son! . . . I have fallen into good hands.

RUFUS: Are you in danger, Father?

PRIEST: Every Christian is in danger. The persecution has begun.

RUFUS: Persecution?

PRIEST: The decree has gone forth from Diocletian. He has commanded that every Christian be put to the test.

RUFUS [eyes on the image]: The Emperor!

PRIEST: Aye. They are to ask us to burn incense or pour out libation to him, lord of the world, and to deny our own most Blessed Lord. The word came to London yesterday. Today it will be brought to Verulamium.

RUFUS: And . . . and you fled from London, Father?

PRIEST: Not so, my son. I am sent by the bishop to bring the

warning to the few faithful in Verulamium, this great city, and to prepare them, with the sacraments, for . . . it may be for the Martyr's crown.

RUFUS: Not one will fail you, Father.

PRIEST: I must be going on my task. Even a summer's day is short. [He struggles for strength; a cross falls from his bosom unnoticed.]

RUFUS: You are not strong enough, Father. Rest until nightfall. Then you can enter the city unrecognized.

PRIEST: Ah, ah . . . it may be best. I dare not be taken before I have done my work.

RUFUS: You can rest in my little room. I'll keep you safe.

PRIEST: That would endanger you, my son. If your master should find me in your quarters . . .

RUFUS: Never a bit of it, Father. My master Albanus is good. He'd not hurt you, or me, or any man.

PRIEST: There are many such among the Roman Army, just men, and merciful. God make them all His soldiers!

RUFUS: Amen. But whist! — there's my master returning. Come with me, Father.

[He helps the Priest into the house. Albanus enters. He is a fine young officer, carrying staff of office. He strides smartly to the effigy of Diocletian, gives the military salute, then turns as if to rest. He hesitates a moment before laying down the staff. As he does so, he sees the cross, and picks it up, curiously.]

ALBANUS: Ho there, Rufus! where are you, you imp?

RUFUS [running in]: Adsum, Domine. At your service, master.

ALBANUS: Unarm me, boy.

[Rufus removes his master's scarlet cloak and ungirds the sword, which Albanus reluctantly lays down.]

RUFUS: Have you finished with duty for the day, master?

ALBANUS [sitting]: When can a soldier say that he is free to rest? Who knows what call may come? [He sighs.] Ah, Rufus, the gods could send me a worse fate than to lay down the sword for good and spend my days in quiet among these oaks and ash trees.

RUFUS: There is little glory in a country life.

ALBANUS: Little glory, but much peace. Ah, but to breathe this island's air in tranquillity, dwelling among our homely farming folk! What is that? [A trumpet has sounded.]

RUFUS: That does not sound like peace.

ALBANUS: See who comes.

RUFUS [from the wall]: There are soldiers halting. One is coming here. He must be a general. The Eagles come with him.

ALBANUS [rising anxiously]: Who can this be?

[Marius enters with quick step, accompanied by standard-bearer, who posts himself with the Eagles at the gate.]

MARIUS: Salve, Albane!

ALBANUS: Ave, Dux!

[Marius is a gray soldier, the complete military man, in every gesture regimental. After the salute, he steps quickly to Albanus and grips him by the shoulders scanning him.]

MARIUS: Albanus, my lad, welcome me to Verulamium.

ALBANUS: You are welcome, Sir, or any soldier of Rome. Rufus, bring wine. [Rufus goes out.]

MARIUS: That is right, from a loyal man; but I think you should be glad to welcome Marius, one of your father's old comrades.

ALBANUS: A comrade of the Pater's?

MARIUS: We served together on the Great Wall, I and he, in the Ulpia Victrix, twenty years ago. A fine officer he was.

ALBANUS: But he fell in action, Sir.

MARIUS: A soldier's death. The state lost a good servant. He'd have gone far if he lived. They'd have given him a legion to command, though British born.

ALBANUS: We were here in Britain, Sir, ever since Verulamium was rebuilt after the British rising.

MARIUS: Aye, and married with the Britons, I am told. But there's Roman blood in you, my lad, to go as far and do as well as your

\*A new drama by a well-known Irish author, the author of the biographies *St. Patrick: Apostle of Ireland* and *Saints of Ireland*. Copies of *Saint and Soldier* as well as *Angels Unawares* (published in Dec., 1942, CATHOLIC SCHOOL JOURNAL) may be obtained in pamphlet form from THE CATHOLIC SCHOOL JOURNAL.

good Pater . . . I can see the Roman in your face. You should prove as good a soldier.

ALBANUS: You are good to say so, Sir. But I fear I may disappoint you.

MARIUS: How so?

ALBANUS: Why, General, I am half minded to give up the Army . . . to put off my rank.

MARIUS: What? Give up the Army? I never heard such talk! A Roman gentleman's calling!

ALBANUS: You forget, General, that I have more of the old blood of Britain in my veins. I have come into this place, this villa and its lands, by my uncle's death.

MARIUS: But . . . but . . . what could you do with yourself, man, in such a dead and alive place, all fields and woodland?

ALBANUS: I could grow wheat and rear cattle and sheep; I could bring beech trees over from Gaul and plant groves that would be sea green in the spring and golden in the autumn. I could guard and teach my people. . . .

MARIUS: Turn farmer among half barbarians! Whoever heard of a Roman gentleman turning farmer?

ALBANUS: It has been done, I think, Sir. My old tutor gave me our great poet, Horace's verses, to perfect my speech. He said that it made me speak the tongue like a true-born Roman. . . .

MARIUS: What has this to do with your mad turn?

ALBANUS: Well, you remember Horace, I am sure, and his Sabine farm. *Hoc erat in votis . . .*

"For this I used to pray: a little land,  
Not large, whereon my modest home would stand:  
A garden, and a grove of sycamore,  
A living river rippling at the door. . . ."

Yes, I could live on my Sabine farm, too.

MARIUS: Too quiet a life for me, and I wonder at your father's son having any taste for it. But look you, my British-Roman, or whatever you count yourself, there are tasks and duties for loyal men, these days, when the Emperor has set his hand to save the state. . . . [Rufus returns with wine.]

RUFUS: The wine, master.

[Albanus fills cups, and offers one to Marius, who goes to the effigy of Diocletian and spills some wine before it, ceremonially. The officers toast each other.]

MARIUS: *Prosit!*

ALBANUS: *Macte virtute!*

[Rufus removes the cups. Rufus gives standard-bearer a sup from the jar, behind the great folk's backs. Marius is unrolling a scroll.]

MARIUS: As you are so good a Latin scholar, Albanus my friend, here is something for you to read.

ALBANUS [after scanning the document, dismayed]: I feared it.

MARIUS: Feared it? What talk is this?

ALBANUS: I say that I feared it, Sir. This is your warrant from the Emperor to put all suspected persons to the test.

MARIUS: Correct. To demand of every man whether he is a loyal subject — or a Christian.

ALBANUS: To demand of him to deny his faith in this strange Christian God, who taught peace on earth and good will . . .

MARIUS: I have ridden from London, Albanus, to command you to enforce the Emperor's will — to root out every man in this place who will not pay homage of worship to the Emperor, lord of the world. You must make them burn incense to his image, or spill wine, as I did.

ALBANUS: What is to be done to these . . . these poor fellows, if there are any . . . whose conscience will not let them pay divine honors to a mortal man or state?

[Rufus returning, listens.]

MARIUS: Conscience? How can a loyal man have any conscience but the state's? If you find such traitors, you must put them to the sword.

ALBANUS: This is what I dreaded.

MARIUS: You must especially hunt down their priests. There is one who fled from London this very day. My men are searching for him in Verulamium.

ALBANUS: And if he is found?

MARIUS: He shall die.

ALBANUS: Die!

MARIUS: Yes; for these men are a danger to the Empire.

ALBANUS: A danger? These humble folk who meet in barns to . . . what's this they call it? . . . to celebrate their Mass?

MARIUS: A danger, Sir, yes. For they are not at one with the state. The barbarians are overrunning our frontiers. They are swarming into the provinces. Diocletian will put an end to it. He is resolved to put to death every man who is not for the Empire, body and soul. It is the way to save the Empire.

ALBANUS: Or to make it so full of discontent that the barbarians will be welcomed?

MARIUS: *Pol, Hercle*, man! Are you a Christian yourself? A Patrician turned Christian?

ALBANUS: No, General, I am not a Christian. I am not baptized. But I feel for these gentle folk, who wish no harm to the Emperor, and do him no harm, though they will not call him God. I have heard their pure and noble prayers.

MARIUS: This is sentiment. This is no talk for a Roman. It is the native blood coming out in you. Is this why you are weary of the soldier's life? Is this why you dream of living like a shepherd in the poems, instead of like a man of action?

ALBANUS: Yes, it may be my mother's blood. It may be for her sake that I have dreamed of tranquil days in the fields and by the pleasant streams of Britain. But my father . . .

MARIUS: Yes, your father. He bore the sword like a man.

ALBANUS: Like a man and a soldier. He did not use it as a butcher's knife, as you . . . or Diocletian . . . would have me to do.

MARIUS: [furious]: Once for all, Albanus, will you do a soldier's duty?

ALBANUS: A soldier's duty is not to dishonor his arms. My mind is made up now, General. I was half unwilling, but you have left me no choice. I must give up the staff of my rank. Take it. I surrender it to you. I am your officer no more.

[He takes up the staff of office and presents it gravely to Marius, who hesitates and then seizes it.]

MARIUS: You are indeed the Emperor's officer no more. [He breaks the staff and flings down the parts.] You are an unworthy son of your father, Sir, I bid you farewell, and go about my Emperor's business. *Vale!*

[He turns sharply on his heel, signals to the standard-bearer, and goes out.]

ALBANUS: *Vale!*

RUFUS: [running to him and kissing his hand]: Master!

ALBANUS [sadly and kindly]: Well, my lad; why are you grown so suddenly fond of the hand that often chastised you?

RUFUS: Sure, all poor men must love you, master. But you have offended the general. You have endangered yourself to . . . to help us.

ALBANUS: Us? Are you one of these Christians, then, my lad, of whom our emperors and generals are afraid? A Christian?

RUFUS: It . . . it slipped out.

ALBANUS: Then perhaps this cross is yours?

RUFUS: The cross? . . . no, that is not mine. It must belong to . . . to . . . [He remembers that he may implicate the fugitive.] Yes, yes, it is mine. Give it to me.

ALBANUS: My boy, I do not think it has been yours for long. You are safer with it in my bosom. [He hides it again in his bosom.]

RUFUS: Oh, give it to me, master.

ALBANUS: No, no, Rufus boy. . . . Do you not know that it might be death for you to be found bearing the cross, the Christian sign?

[During the last speeches, the Priest has approached and listened. He steps forward.]

PRIEST: Sir, if you seek the owner of the cross, it is not this worthy lad here. It is I. It fell from my bosom. It is the cross that is set above the altar when I say Mass among the poor; it is the cross that many have held and gazed upon as they died. It is mine. . . .

ALBANUS: Then you are a Christian priest?

PRIEST: A priest of the people of Britain, of the Catholic faith.

ALBANUS: What is your name?

PRIEST: By reason of this cloak wrapped about me, this amphibalus,

I am called Amphibalus. My own name matters little.

RUFUS: Don't heed him, master. Give me the cross.

PRIEST: Be silent, my son. You shall not die for me.—I am the hunted priest, Sir, whom your general seeks. I surrender to the noble Albanus.

ALBANUS: Holy Sir, you have come too late to surrender to me. I am no longer an officer of Caesar. Go your way.

PRIEST: Go my way?

ALBANUS: What I have said, I have said.

RUFUS: God bless you, master.

PRIEST: It is a bad servant that deserts his flock. I will not go unless you pledge me this child's safety.

ALBANUS: Christians are safe from me. Take food and drink, if you hunger, and go about your task.

PRIEST: But this is to bring peril on yourself, Albanus.

ALBANUS: I have been bred as a Roman soldier, and though I have laid aside the sword, I do not fear a soldier's perils. Go your way, and leave me to face my judges.

PRIEST [hesitant]: It is true, Sir, that I wish to go free . . . for at least a little while. I am charged to carry the sacraments to the faithful in peril of death. When that is done, my duty is done.

ALBANUS: You speak like a soldier.

PRIEST: I am proud to be the humblest soldier of *Exercitus Christi*, the Army of Christ.

ALBANUS: You have offered your life for your people. I see that the soldiers of the peaceful God are brave. I, that was a soldier of Rome, salute you.

PRIEST: I, too, serve Rome, the spiritual Rome. God give me the grace to be faithful unto death, like a Roman soldier. . . . But tell me, Albanus, why you do this thing for me.

ALBANUS: A dream . . . a dream that came to me. Perhaps it was some memory of a story told to me by my old British nurse, or the talk of shepherds on the hill, when I was little. . . . I saw One who was bound with cruel cords and clad in a scarlet cloak, in mockery; and where our Emperors wear a chaplet of bay, He wore a crown of thorns that tore His noble brow . . . and I saw soldiers, Roman soldiers, smite that kingly face. . . .

PRIEST: You saw my Lord!

RUFUS: Ah!

ALBANUS: I knew not who He was, but He was kinglier than kings, and gentle with all gentleness.

PRIEST: It was Christ, the Son of the living God.

ALBANUS: And my grief, my grief it was that He was scourged by Romans, and that they carried Him to death; for I saw them—men who bore this Roman garb—nail and enthrone Him on the cross of shame, as we do to malefactors. . . . And I dreamed . . . I dreamed that it was I who opened His side with my spear, and spilt the last of His most holy Blood. . . . Ah, if He was the Lord of you Christians, why did He appear before me in this dream?

RUFUS: He loved you, master.

PRIEST: When did this dream come to you, Albanus?

ALBANUS: When I heard rumor of the persecution. I dreaded that it might be set upon me to spill Christian blood.

PRIEST: And He showed you the shedding of His own!

ALBANUS: That must be it. I have heard humble people speak of Christ. I would not shed His blood in them. Holy Sir, it is for this reason that I laid aside my father's sword, that I was proud to bear.

PRIEST: Rather than use it wrongfully. Christ will reward you.

RUFUS: He'll bring you safe, master.

ALBANUS: Safety is not the reward that a soldier seeks . . . but oh, that He would send me a way to redeem the honor of the Roman arms!

PRIEST: Would you, a Roman, suffer for His sake, whom Romans slew?

ALBANUS: Would that I could! Would that I might give my Roman blood for Him. . . . Holy Sir, you must go your way and carry your services to His people. If I have been of aid to you and your Lord, I have done some little to redeem the Roman name.

PRIEST: I will not go from this place, Albanus, until I have enlisted you in His army, *Exercitus Christi*.

ALBANUS: How may that be?

PRIEST: I will baptize you, Albanus, if you wish it; for you are in danger of death this day; and if you die this day for Christ, He will receive you into His kingdom, a victor.

RUFUS: Oh master, consent!

ALBANUS: I do wish it; nay, but this is my strong desire. I wish to be His soldier.

PRIEST: Then with water I will baptize you, here and now. . . .

[*A noise of trampling soldiers. Rufus runs to see who comes.*]

RUFUS: The general is returning.

VOICES: Surround the house! The priest must be here!

ALBANUS: The danger has come, Holy Sir. Fly before they close the circle round the villa!

VOICES: Search the grounds for the Christian priest!

PRIEST: I cannot go, Albanus, and leave you to suffer for shielding me.

ALBANUS: Care not for me. You have your duty . . . your duty to your people.

RUFUS: The house is surrounded.

PRIEST: Give me up. You at least will be safe then.

ALBANUS: Every man to his task, Father . . . the Roman's duty. You must reach your people; I must stand my ground.

VOICES: Search the courtyard!

ALBANUS: Quick, Father. Put on my Roman cloak and you will pass safely through the lines.

RUFUS: Yes, Father, you must go.

PRIEST: God guide me aright!

ALBANUS: Roman duty; a soldier's duty!

[*He takes the brown cloak from the Priest and lays the military cloak on him. Rufus removes the brown cloak to a place within the porch.*]

PRIEST: God reward you, Albanus, and give you heaven. If I come safe, I will return at sunset and baptize you.

VOICES: He is not in the courtyard.

OTHER VOICES: Enter the house!

RUFUS: Give us your blessing, Father!

ALBANUS: Amen!

[*Rufus and Albanus kneel. The Priest makes the sign of the cross over them. Albanus imitates Rufus in crossing himself.*]

PRIEST: Till we meet, here or in heaven, God keep you both.

[*They rise. The Priest, disguised by the cloak, stands at attention as Marius strides in. Priest salutes and goes out.*]

MARIUS [puzzled]: Who was that?

ALBANUS: A Roman soldier!

MARIUS: Where has he gone?

ALBANUS: He has gone on a soldier's duty. . . . You have returned without ceremony, general!

MARIUS: Do you expect me to come politely to your door when you are harboring rebels here?

ALBANUS: Harboring rebels? [Two legionaries enter.]

MARIUS: We found that the Christian priest was seen entering your lands. He must be hiding somewhere in the villa. Come now, produce him!

ALBANUS: I cannot help you.

MARIUS: I warn you that you are not Caesar's friend if you do not give up Caesar's enemy.

ALBANUS: If you think that this poor priest is hiding in my house, search it.

MARIUS: We'll do that with or without your permission. Decius, Quintus: search the house! [Legionaries enter dwelling.]

ALBANUS: Go with these soldiers, Rufus, and see that . . . that . . . they . . . search . . . every . . . corner. You understand. Spare no pains.

RUFUS: I understand, master.

ALBANUS: Satisfy the general here by going into every chamber. . . . Be thorough. . . . Spare . . . no . . . time.

RUFUS: We will search every stick and stone.

MARIUS [watching closely]: I hope there is no deceit in this, Albanus. I would not wish the son of my old comrade to be a friend to traitors.

ALBANUS: The word traitor, Sir, is not to be spoken to my father's son.

MARIUS: How am I to believe that? This very day, when the arm of the state is stretched out to take the emperor's enemies, I find you quitting the emperor's service.

ALBANUS: I have told you, general, my reasons.

MARIUS: You have only shown me that you are unwilling to use your sword on the enemies of Rome.

ALBANUS: I have served Rome as a soldier. I will not serve as a common executioner.

MARIUS: What language is this? Did you learn it from the rebel Britons? Would you set up the riffraff of the land? They should be scourged with Roman rods.

ALBANUS: In our fathers' fathers' day, the rods were plied on a woman yonder, on that hill. She was one of my mother's race . . . Boadicea, queen of the Britons in these parts. She was scourged for loving her people. Was this a soldier's work: to scourge a woman?

MARIUS: It must have been a nasty task, but it was duty. A necessity.

ALBANUS: And was it necessity, and a duty, to scourge and to slay the Man whom these Christians follow?

MARIUS: They say that He was God. Rome cannot permit such pretensions.

ALBANUS: He proved it. He forgave us when He died upon our Roman cross. Who but God would do that? A Roman spear pierced His side; and yet He forgave.

MARIUS: It was a Roman's duty. We cannot have a God set up above our Emperors.

ALBANUS: I think it cannot be duty to scourge the innocent and to slay the good.

MARIUS: Would you have a soldier disloyal to his superiors? Is he to break faith?

ALBANUS: He keeps faith, he serves Rome best who does not shame Rome with evil deeds.

MARIUS: I see what it is. These Christians have set you astray with their arguments that a plain soldier cannot answer. Be a soldier, not a sophist. Come, have sense. Be like me. Do your duty and don't worry.

[The legionaries, followed by Rufus, who is rueful, come from the house. The second is carrying the Priest's brown cloak. The first salutes Marius.]

FIRST LEGIONARY: We have searched the house, general. The fugitive is not here.

MARIUS: I am glad of it. Albanus . . . this is good news. I confess that I suspected you; but now you will change your mind about the Army, and be a loyal officer again.

ALBANUS: My mind is made up, Marius.

SECOND LEGIONARY: But we found this amphibalus, General, inside the porch: this cloak of the sort that the Christian priest was wearing.

RUFUS [aside to Albanus]: I could not hide it, master.

ALBANUS: You did your best, boy.

MARIUS [rounding on Albanus]: This is no Roman cloak. This is the priest's cloak. He was here. You had the Christian hiding in this place. Where is he now? . . . Where . . . is . . . your own cloak?

ALBANUS: If you know so much, you should know the rest. I cannot tell you what you ask.

MARIUS [making as if to strike him]: You renegade Roman! I could rend you with my hands for the shame you have done your father and the Roman Army! You . . . you . . . Christian!

ALBANUS: Do you call me Christian, Marius? You are the first to give me that title.

[Marius seizes him in a convulsion of anger.]

MARIUS: Do not deny it! . . . Ha, what have we here? The Cross! The sign of your faith!

[He tears the cross from Albanus' bosom.]

RUFUS [clinging to Marius' knees]: That cross is mine, Lord General, mine. It is not my master's. I am the Christian. I!

MARIUS [to soldiers, who obey]: Seize that brat.

ALBANUS: You must not heed the boy, general. I accept the cross.

[He draws it from the General's hand, and returns it to his bosom.]

MARIUS: A confession at last. So at least you have the courage

to confess. . . . But I am sorry, Albanus; sorry for the shame you have brought on your friends and your rank.

ALBANUS: You need not be sorry. I do not grieve for myself.

MARIUS: Ah, but I am . . . sorry indeed for what I have to do. Quintus, Decius: seize this man!

[The legionaries stand at either hand of Albanus.]

ALBANUS: So you make me your prisoner, Marius. What are you going to do with me?

MARIUS: For your father's sake, I will give you one chance to save yourself, before I pass sentence.— You, boy! Bring wine. [Rufus goes out.]

ALBANUS: Why do you send for wine?

MARIUS: You will pour out libation to the Emperor's image.

ALBANUS: Divine honors to Caesar? [Rufus returns with wine.]

MARIUS: Yes. You will pay these honors to our divine Emperor, Diocletian; and so you will prove your loyalty and be spared. Thus! [He turns, bows deeply to the image, spills a little wine, and gives Albanus the cup.]

ALBANUS: Are you asking me to give my soul to Diocletian?

MARIUS: That is the duty of every loyal Roman. Body and soul, he must serve the Empire that we live by, or he must die.

ALBANUS: Rome is ever welcome to my life; never to my conscience. I have heard that Christ said: "Render unto Caesar's, but unto God the things that are God's."

MARIUS: Take heed what you say! You must pay this worship to the divine Emperor, or die the death.

ALBANUS: Is this the test that you have laid on the Christians?

MARIUS: On every one of them. Worship Diocletian or die: there is no other choice. Come: spill the cup before the Emperor's image, and live.

ALBANUS: To live in the shame of a lie would not be life.

MARIUS: There is no life for you if you refuse: not even this life of peace in the fields of Britain that you prize of like a dreamer.

ALBANUS: My God will give me life; He will give me peace, elsewhere. I trust in Him. I give myself to Him. For His sake, I will not worship Diocletian!

[He casts the cup behind him and extends empty hands, as if to be crucified.]

MARIUS: Seize this rebel!

RUFUS [running to Albanus]: I will die with my master.

ALBANUS: Grant me one favor, Marius, for the Pater's sake. Spare this child.

MARIUS: Rome does not war on children. Stand aside, boy.

RUFUS: No, no; I'll not be spared.

ALBANUS: Rufus boy, I command you . . . go!

RUFUS: I'll disobey you for the first time.

ALBANUS: In the name of our Lord, Jesus Christ, I command you again: leave me to suffer my fate.

[At the Holy Name, Rufus crosses himself, and reluctantly withdraws.]

RUFUS: Only in His name.

MARIUS: You know, Albanus, that you must die? It must be here and now, and with your father's sword.

ALBANUS: I offer my life to Him who died for me. Yea, for Him that died at Roman hands, a Roman dies today. Oh, may my death redeem the Roman arms and win a blessing for my people, in this land of Britain. . . . Pater noster, qui es in coelis . . . sanctificetur nomen tuum . . . adveniat regnum tuum. . . .

MARIUS: I never hated my duty before this day.

[While Albanus continues to recite softly the Pater Noster, Marius goes to the standard-bearer and takes the Eagles from him, signing to him to take up Albanus' sword. The general stands before the altar, with the Eagles. The standard-bearer advances toward Albanus, whose hands remain extended.]

STANDARD-BEARER: I am sorry, Sir, to have to do this . . . I . . . I have drunk of your wine, Sir . . . But it's a poor soldier's duty to obey orders. Can you forgive me?

ALBANUS: My friend, do your duty. I forgive you freely.

MARIUS: No more words!

ALBANUS: Into Thy hands, O Lord, I commit my spirit. Lord Jesus, receive my soul!

[The standard-bearer, covering his eyes with his left arm, steps forward with raised sword to strike, as . . .]

[The Curtain Slowly is Lowered]

[While the curtain is down, the trumpet sounds, indicating passage of time and the oncoming of evening. When it rises, the scene is filled with the crimson light of sunset, and the sky at the back is bright gold. Birds whistle.]

We hear sobs and discern Rufus, who is watching over the body of Albanus, which is covered by the brown cloak. Rufus looks up at the image of Diocletian, as the red light falls on it, and suddenly springs to his feet.]

RUFUS: You'll not stand there to mock my master! [He knocks the bust from the altar.] The Cross, the Cross! — that shall watch over him! [He sets up the cross in the place of the bust, and kneels to pray.] . . . Ah, Lord, Lord, grant to my master and all the faithful who die for You this day, peace in heaven, in Your presence, with Mary and all blessed saints . . . *Pater noster, qui es in celis . . .*

[As the boy's voice falls to a murmur of prayer, we perceive the Priest, who enters, slowly and softly.]

PRIEST: Amen to your prayer! Peace be with you, my son.

RUFUS [springing up and running to him]: Oh, you have come at last, Father, Father!

PRIEST: I said that I would come at sunset. I have come to baptize the noble Albanus, as I promised. Where is your master?

RUFUS: He is here!

[He draws back the cloak, revealing the body and the red bosom.]

PRIEST [kneeling by the body]: Ah, am I too late?

RUFUS: He is dead, Father. My master is dead.

PRIEST: So they put him to the sword?

RUFUS: They slew him because he would not deny Christ. He refused to pour out the wine of worship to Caesar. He cried upon our Lord when they cut him down.

PRIEST: So he died like a Roman soldier for the Roman faith!

RUFUS: You did not baptize him after all, Father.

PRIEST: I did not baptize him with water; but the Lord granted him the baptism of blood. It is well with him. Would that all Christians were as sure of heaven!

RUFUS: Oh, Father, he was good!

PRIEST: Yes, yes, my child; so good that God gave him the chief of all blessings, a holy death.

RUFUS: He died for you, Father, and for the people of the city, that you might carry them the sacraments.

PRIEST: He died that the Faith might live in this island of Britain; and the blood of the noble Albanus shall be the seed of the Church that is to be, in this fair land. Yea, Alban, the first martyr for Christ among our people, will win our people for the Faith, and his name shall be held in honor by Christian men as long as this nation endures.

RUFUS: Amen, Father.

PRIEST: My son . . . Albanus has gone before us, like a brave soldier. We must follow, perhaps long hence, perhaps this night. Oh, may we keep the Faith like him, and share his reward at the last day! And now, let us pray: "Eternal peace grant unto him, O Lord."

RUFUS: And let perpetual light shine upon him.

PRIEST: May he rest in peace.

RUFUS: Amen.

PRIEST: To Thee, O Lord, we commit the soul of Thy servant Alban, that being dead to the world, he may live to Thee; and . . .

[Curtain]

NOTE: The circumstances of the martyrdom of St. Alban, the first to suffer for the Faith in Britain, are uncertain. Old accounts differ in details. Assuming dramatic license, I have adapted the legends freely in order to satisfy the unities and to bring out what I conceive to be the nature and meaning of this great martyr's sacrifice.—*The Author.*

## STAYING IN SCHOOL

Rev. Daniel A. Lord, S.J.

You'll have to forgive us if we seem to play a harp with one string, but we come back again to the question of leaving school for jobs or the services. Uncle Sam has his ideas about that, taps the men when he wants them, and in the interval expects them to continue their normal lives. Remind your students and young people of that.

Remind them, too, that there is a department in the government dealing largely, impressively, and widely with the whole question of man power and woman power. And that until that department crooks a finger at a student and says, "You're it," he has other things to do.

We are frankly worried about the future of the country if our young people all quit school. It is the most unpatriotic thing they could do. Democracy depends entirely upon trained leaders. Our complicated method of life demands people who know and who know thoroughly. The enemies of Christian democracy, you may be sure, are seeing to it that bright young men and young women continue with their training. They must be ready to take over when the war is ended and peace is in the hands of those prepared to use it well.

So talk to your students candidly about the higher patriotism. Right now, the higher patriotism consists in:

Getting all they possibly can out of class.

That means no loafing in school. It means really mastering the subjects given them, not skimming the surface in lazy fashion. It means getting all they can from every subject, not sitting back until such time as they are jammed into a defense job or uniformed for the military services. Remind them of the supernatural blessings that come to our country in return for jobs well done—for all duties of one's state of life carried out to the best of their ability. And remind them, too, that in the years to come, we shall need not hewers of wood and drawers of water, but trained professional men and women, doctors, lawyers, scientists of every line, skilled executives, men of literature and the arts. We shall need women trained for motherhood and for the education of children. We shall need not people who know how to pull a lever but how to design one; not people who can pull a trigger, but who can manipulate the difficult mechanism of Christian democracy.

And do not hesitate to talk to them quite candidly about the importance of their thinking of religious life and priesthood. Going these days to the novitiate or to the seminary is not a cowardly trick. It is perhaps as brave a thing as one can do. It means giving up the immediate service of one's country for the terrible burdens and labors—and perhaps martyrdoms—that await the men

and women of God in the strenuous and perilous years ahead. It is not refusing the uniform, but putting on the uniform of Christ; not running away from the military services but entering the service of the Captain and King. We can well feel sorry for the future of the world if American boys and girls, young men and young women are not in generous measure "joining up" with Christ in the great armies of peace and spiritual reconstruction.

Then if the government does call our young people, let's send them off with the conviction that when war is over they will resume their education. That is one reason why war marriages are bad; the young people who make them will hardly have the chance later to go back to school. But we may be sure that the government will want the men and women who leave the varied services to resume their education. And we may be certain that with the wisdom of the serpent the enemies of Christian democracy will do just that.

We must not let our young people fail to realize the importance of education, now, if they can take it; later, if they are called. This is the higher patriotism. Upon it will rest much of the future of our country, doomed without trained leaders who know what to do and how to do it. (Reprinted from *The Faculty Adviser*, Queen's Work Press, St. Louis, Mo.)

# The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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## The Religion of Fighting Men No. 3: A Prayer

This is the prayer of a colonel who sits in an office in Washington. He has not been called to the fighting fronts but his heart and his hopes are there. He does his utmost to hasten the great day of victory when our men can return to those ways which are pleasantness and those paths which are peace. This is his prayer:

God give us strength to meet the nation's need,  
 The will to give,  
 The will to serve,  
 The will to die;  
 And on our glorious country's altar lay  
 Full measure of our talents day by day.

Let no false pride, desire of vain prestige  
 Enter our hearts,  
 Becloud our brain,  
 Impair our force;  
 But let our country's safety and weal  
 Make sole demand upon our strength and zeal.

And when in Thy good will triumph shall come  
 And peace again  
 Reigns happily in  
 The hearts of men;  
 Cause every selfish purpose to abate  
 Brush from our mind and heart all taint of hate. (J.L.)

## Unity of Nature, Unity of Grace, Unity of Love

The talk of master races, pure blood, slave races, and all the propaganda of a group that organized a docile people for murder and ruthless domination of other people goes on. It is part of the attack on our Christian civilization and the fundamental doctrines of religion, particularly the doctrine of the unity of mankind.

The Vatican Radio in a broadcast to Germany stated the simple truth with all the strength of direct, outright bluntness. No sentimentality, no hatred, no excitement — but what a challenge to the whole Nazi ideology:

It is unnecessary to state that the dissension among mankind is terrible. A mere glance at our world today will convince everybody; not only is there sanguinary strife on the battlefield, but the bloodless war of different views of life is being waged with equal ferocity. This disunity has even invaded the institution of the family where today husband often stands against wife, parents against children, human being against human being. This is the epidemic of our time. Nevertheless it is a grave error to overlook the law of solidarity among mankind.

This solidarity rests on three unshakable foundations: the unity of nature, the unity of grace, and the unity of love. The unity in nature is the consequence of creation and no man can evade it. The unity of grace is the consequence of redemption. The unity of love, however, is a call to saintliness.

The dogma of the unity of mankind is a call for our time, which, in its common life has become contrary to nature, arrogantly vain and "total." There are movements afoot today which reject the unity of mankind because of an exaggerated and crazy race consciousness but, whether it is denied or not, this unity exists.

A society which denies the fundamental unity of everything human in God is on the road of error. If there is no room, or no respect, for the life of the individual, society will not be served but injured, for it will then be lacking in all content.

Perhaps the statement is not without significance for some in our own country. It might help in discussions of the "Catholic question," the "Jewish question," and the "Negro question." — E. A. F.

## A Good Sign

Science Service has, through the Science Clubs of America, sought to find out among the 1942 senior classes of our high schools, the students of unusual scientific potential ability. Three hundred were chosen, 40 will get a trip to Washington and 20 of the 40 will receive Westinghouse Science Scholarships valued at \$8,400. The students who did not receive awards were recommended to colleges.

It is a significant thing that we go out deliberately to seek one of the most important elements in our civilization: human talent. It is important that we discover it and conserve it. It is yet more important that we develop it. This is true of all education, and it ought particularly to be true of Catholic education. It is especially important that we should discover human talent among our poor and give it abundant opportunity. This is the greatest thing our educational system can do for the individual, for our country, and for the Church.

— E. A. F.

# Practical Aids for the Teacher

## Health and First Aid: A Unit in General Science

Sister M. Hope, C.D.P.

### General Purpose

To instill into the minds of students correct ideas concerning health.

To establish correct habits of personal hygiene.

To get the students to realize how necessary body efficiency is for citizenship, especially in time of war.

To learn of what great value first aid is in relieving suffering mankind.

### How to Accomplish These

Arouse interest in the need our country has, especially in time of war, of physically fit soldiers and sailors.

Help students to realize what an important part diet plays in our lives.

Show pupils the advantages, personal as well as economic, to be derived from good health.

Train students to develop a sympathetic attitude to those physically afflicted and less fortunate ones.

### Specific Purposes

To have pupils realize the blessings of good health.

To learn the aids conducive to good health and use them daily.

To be determined to avoid all that might injure our health.

To make students see what goes to make an adequate, well-balanced diet.

To convince them of the importance of correct habit formation early in life.

To realize the value religion plays in forming correct habits of living.

### Motivation

When our beloved country realized the need of preparedness, and drafted the youth of our country, Uncle Sam was informed of the fact that so many of our men, as high as 50 per cent, were physically unfit for service. The reason given was undernourishment due to incorrect dieting. This fact made a deep impression on the minds of the students, and their interest was aroused to find out more about the correct diet and other things necessary for physical fitness and good health.

Charts and posters, showing adequate and balanced diets, were displayed; pictorial scenes of the devastating effects of World War II made them anxious to learn more about Red Cross work as well as what is being done by first-aid workers. Organizations formed, in their own towns and cities, for relief work urged them on to see in what way they could play their part in our country's dire hour of need.

### Introduction

Our work was begun by distributing lists of reference books for reading, which was to

be done outside of class. They were told how necessary this was in order to take an active part in class discussions later. A set of leading questions was also given to each student as a guide to library work. Each member of the class received a special topic on which she was to report either orally or in writing later. Students were encouraged to contact Red Cross or first-aid workers to find out the nature of the work done in each case.

### Useful Materials

#### Encyclopedias and Books

*Encyclopedia Americana*, Vol. 14, 1919.

*Encyclopedia Britannica*, 14th edition, Vol. 11, 1929.

*Compton's Pictured Encyclopedia*, Vol. 6, 1935.

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Wood, G. C.—Carpenter, H. A., *Our Environment and How to Control It*, Book 3, Rev. Ed., Allyn & Bacon, 1940.

### Magazines and Pamphlets

The following pamphlets may be obtained from the Metropolitan Life Insurance Co., New York City: *Colds, Influenza, Pneumonia*; *Good Teeth*; *Health Through the Ages*; *Health Heroes* (R. Koch, Ed. Jenner, L. Pasteur, and Ed. Trudeau); *Milk As an All-Around Food*; *Overweight and Underweight*; *Pellagra, Its Cause, Its Cure; Standing Up to Life—Foot Health; Tuberculosis—Nourishing Food; Typhoid Fever, The Conquest of*; *Vaccination, Protection Against Smallpox*.

### The Questions

#### I. Water, a Necessity for Health

1. What is water? 2. What are its properties? 3. In what three forms can it be? 4. What is meant by the water cycle? 5. What are three different sources of water? 6. For what is water used? 7. What is hard and what is soft water? 8. How may water be contaminated? 9. What are three ways of purifying water? 10. What diseases are caused by bad water? 11. How many glasses of water should you drink daily and why? 12. Why is it necessary that the skin be kept clean? 13. How does the skin regulate the body temperature?

#### II. Sunshine Necessary for Health

1. What is our greatest source of heat and energy? 2. How does the weather affect us and our occupations? 3. What has the sun to do with evaporation? 4. What is meant by humidity and how do we feel when it is high? 5. What effect has sunshine on the growth of bacteria? 6. What is absolutely necessary so plants can make their food? 7. Why can meats and fruits be kept from spoiling when dried in the sun? 8. After a patient has had a contagious disease, what is done with the mattress and other nonwashable articles used by him? 9. What is one recommendation for the cure of a person who has the beginning of tuberculosis? 10. Why do doctors highly recommend sun baths? 11. If the sun should fail to shine, what would become of this world of ours?

#### III. Adequate, Balanced, and Mixed Diet Necessary for Health

1. What is the threefold purpose of all food? 2. Why do we cook and why do we can foods? 3. Where does all food come from? 4. What are bacteria? 5. Are all bacteria harmful? 6. Under what conditions will bacteria grow? 7. Why are they called man's invisible and terrible foe? 8. In what different ways do bacteria enter our bodies? 9. What different diseases can be caused by bad milk? 10. Why should milk be pasteurized, and what is pasteurization? 11. What is meant by an adequate diet? 12. What is the department of health supposed to do? 13. What must a well-balanced diet contain? 14. What tests are performed to detect the presence of

starch, proteins, and fats? 15. What is the difference between a balanced and a mixed diet? 16. What are vitamins and what foods insure a good supply of vitamins? 17. What is meant by adulteration of foods? 18. What is the Pure Food and Drugs Act passed by Congress in 1906? 19. Does the nutritive value of food depend on its cost? 20. What foods are more easily digested, animal foods or vegetable tissues?

#### IV. *Aids and Handicaps to Body Efficiency*

1. Why is the human body similar to an engine? 2. How does it differ from an engine? 3. How does the human engine prepare its food? 4. What is the function of the digestive system? 5. What is the function of the circulatory system? 6. What three important waste stations are found in the human body? 7. What is considered the foundation of bodily health? 8. What three rules should be followed regarding the care of our teeth? 9. What are serious results of constipation and indigestion? 10. What suggestions are given to remedy constipation? 11. What causes are mentioned for headaches and stomach aches? 12. What are six aids which effect our general well-being and efficiency? 13. What three benefits are to be derived from plenty of physical exercise? 14. What are some results of under exercise? 15. Why should the average person sleep about 8 hours daily? 16. Why must our emotions be kept under control? 17. Why is the formation of right habits of great value in protecting the body? 18. Why is eating slowly an aid to health? 19. Why is overeating a handicap to body efficiency? 20. What effects have keeping late hours on health? 21. What is the result of overwork, continual strain, either mental or physical, on health? 22. What effect has undue excitement on our health? 23. What are at least five detrimental effects of tobacco on character and health? 24. What is the worst handicap to body efficiency? 25. Name at least five bad effects caused by using alcohol? 26. Why is correct posture of great importance to good health?

#### V. *Soap and Antiseptics, Keys to Health*

1. How is soap made? 2. On what does its cleansing power depend? 3. Why must our pores be kept open? 4. Can pure water without soap dissolve grease? 5. Why is soap very necessary in the washing of dishes in the kitchen? 6. What is the difference between hard and soft soap? 7. What makes soap float? 8. What is a by-product in every soap factory? 9. What is the nurses' and the doctors' best disinfectant? 10. What is an antiseptic? 11. What antiseptic is most commonly used? 12. Should tincture of iodine ever be used on burns of any kind? 13. Why should a bottle containing tincture of iodine always be tightly corked? 14. May a 5 per cent solution of carbolic acid be used as an antiseptic?

#### VI. *First Aid*

1. What is meant by first aid? 2. Why is there such great need for first aid? 3. What threefold purpose has first-aid training? 4. What is the best position, generally speaking, for an injured person? 5. What three things demand immediate attention of the first aider? 6. When sending for a physician, what information should be given? 7. When may stimulants be given to an injured person? 8. What stimulants may be given? 9. What may

be the consequences if an injured person is carelessly handled? 10. How can you tell if an artery or a vein is bleeding? 11. Can you locate the six digital pressure points? 12. What is the average rate of pulse for a man? 13. When should artificial respiration be given? 14. What is the prone method of artificial respiration? 15. What is a general direction for bandaging? 16. What two kinds of bandages are frequently used? 17. Name four kinds of wounds. 18. What is meant by an infection? 19. What is "shock" and what can cause shock? 20. What three things does a first aider do in case of shock? 21. What should be done in case of snake bites? 22. What first aid is given in case of nose bleeding? 23. What is the difference between simple and compound fractures? 24. When a person has fallen down the stairs, what should never be done? 25. What is the first-aid treatment for chemical burns? 26. What first-aid treatment is given in case of drowning? 27. If sunstroke occurs, what is to be done? 28. What two things should be remembered in case of poisoning? 29. What first aid is given in case of fainting? 30. How should a case of poison ivy be handled by the first aider?

#### Activities

##### I. English

Oral and written reports on the following topics:

- Formation of regular habits necessary for good health.
- Body's lines of defense.
- Adequate, balanced, and mixed diet necessary for body efficiency.
- Contagious diseases prevalent among children.
- Aids and handicaps to health.
- Need and purposes of first

#### AN APPRECIATION OF MATHEMATICS

Addressing delegates to the International Congress on Mathematical Sciences, whom he received at the Vatican last November, Pope Pius XII said:

Mathematics is a science of peace and not of conflicts. And it is for us a lovely vision to contemplate the great astronomers and mathematicians, in the quiet of the night in their observatories, watching tranquilly the distant and peaceful constellations and regions of the firmament, and measuring and calculating the endless distances of the heavens; a sublime symbol and image of that peace which nations hope to see return to the world.

Sacred science which in the service of the Faith delves into the mysteries of the Divinity of the Divine Counsel of salvation, and the profane science which works untiringly for an ever wider knowledge of created things are not enemies but sisters. The highest nobility of the one, determined by its proper end, which is supernatural, does not decrease the greatness and the importance and the necessity of the other, which studies and masters the knowledge of the works of the Creator in the world.

aid. 7. Cleanliness very necessary in the home. 8. Personal hygiene. 9. Flies and mosquitoes detrimental to health. 10. Duties of citizens and health department. 11. Milk, a perfect food. 12. Accidents, and how to prevent them.

#### II. *Experiments*

- Determine the relative humidity.
- Ventilation.
- Convection currents.
- To determine the fixed points on the thermometer.
- Starch and sugar tests.
- Protein and fat tests.
- Pasteurization of milk.
- How to detect the adulteration of foods.
- Conditions suitable for growth of bacteria.
- Yeasts and molds.
- Alcoholic fermentation.
- Artificial respiration.

#### III. *First Aid*

- Application of the uses of bandages.
- Cleaning, dressing, and bandaging a wound.
- Caring for different kinds of burns.
- Application of direct and digital pressure.
- First-aid care for shock.
- Treating patient for sunstroke and heat exhaustion.
- Care of patient who has fainted.
- Snake bite.
- Improvised splints for simple fractures.
- Handling injured persons.

#### IV. *Mathematics*

1. A person fails to consult a dentist twice each year because it costs two dollars each time. At the end of the year he has to have one tooth extracted, costing him one dollar, and three filled, each filling costing him \$1.50. How much money did he lose? (\$1.50)

2. Milk is a perfect food. A child should have one quart daily. How much will the milk bill be for that child for the month of December, if milk costs six cents a pint? (\$3.72)

3. A person pays 36 cents for oysters, which food furnishes 100 calories of energy. Spending the same amount of money for sirloin steak, how many calories of energy would he purchase? (818 cal.)

4. Which is more economical, and how much is the difference, buying 15 cents worth of liver three times a week during the month of February or buying one pint of liver extract costing three dollars? (Buying liver, \$1.20)

5. In the preparation of dinner, Mother pays .25 for tomatoes; .90 for lamb chops; .20 for potatoes; .25 for brown bread; .15 for half a pound of butter; .20 for apples; .50 for chocolate cake. What will that meal cost if prepared ten times during the month of December? (\$24.50)

6. A driver becomes addicted to alcoholic drinks. In consequence he becomes a reckless driver. Before long he wrecks his car and he himself suffers a fractured leg and a broken collarbone. He spends a month in the hospital. Secure local rates and calculate the expenses incurred for his recklessness due to the formation of a bad habit.

#### V. *Films and Slides*

##### Films

- How to Live Long
- Life of Louis Pasteur
- Edward Trudeau
- Robert Koch
- Walter Reed
- Florence Nightingale
- Milk Production
- Our Source of Wool and Mutton
- Farmers' Allies and Pests
- Chance of a Lifetime
- Dollars and Sense

12. Fruit Farming
13. Vegetable Growing
14. Efficient Kitchen
15. Safe Electric Appliances in Home

*Slides*

1. Bread Fruit
2. Fruit — Orange Tree
3. Fruit — Peach Tree
4. Fruit — Plum Tree
5. Fruit — Grape Vineyard
6. Fruit — Lemons
7. Maple Syrup Gathering
8. Nuts, Filberts on Tree
9. Sheep Grazing
10. Sugar Beet Field
11. Watermelons

NOTE: All the slides and films 9 to 15, inclusive, may be obtained from the Society for Visual Education, Chicago, Ill. Films 1 to 6 may be obtained from the Metropolitan Life Insurance Co., New York, N. Y.

**VI. Science Vocabulary**

The following list of words was used in spelling contests and also in definition contests. The winners of these contests were allowed an increase of 3 per cent in their science report at the end of the six weeks.

health	sugar test
climate	starch test
weather	protein test
thermometer	balanced diet
perspiration	mixed diet
humidity	vitamins
distillation	Pure Food Act
filtration	first aid
pasteurization	constipation
vaccination	indigestion
quarantine	habit
immunization	antiseptic
measles	stimulant
diphtheria	fainting
tuberculosis	fracture
pneumothorax	tourniquet
bacteria	compress
parasite	bandage
saprophyte	inhalant
yeasts	pressure points
molds	artery
Louis Pasteur	vein
Robert Koch	pulse
fermentation	artificial respiration
food adulteration	sprain
dislocation	shock
apoplexy	emetic

**VII. Testing Knowledge**

Fill in the missing word:

1. We all appreciate (health) more than money.
2. (Typhoid fever) is caused by drinking bad water.
3. If water contains germs it must be (chlorinated).
4. The most perfect food is (milk).
5. Babies should always be given (pasteurized) milk.
6. Milk bottles used for babies must be (sterilized).
7. The mattress used by a person who has had a contagious disease should be put in the (sun) for a few days.
8. (Moisture) is necessary for the growth of bacteria.
9. (Parasite) lives on the host.
10. (Saprophyte) can live on dead matter.
11. (Bacteria) may be harmful or useful.

Mark "T" for true and "F" for false:

1. Sun baths are very beneficial for health. (T)
2. We keep the skin clean by perspiration. (F)
3. Perspiration cools our bodies. (T)
4. Bad water is the cause of typhoid fever. (T)



5. Measles are not contagious. (F)
6. Cocoa is a perfect food. (F)
7. Pasteurized milk is best for babies. (T)
8. Saliva is found in the stomach and it helps to digest sugars. (F)
9. Canned goods must be kept airtight to prevent spoiling. (T)
10. Hasty eating often causes indigestion. (T)

Check the correct answer:

1. Perspiration: (x) lowers; ( ) raises our body temperature.
2. The most perfect food is: ( ) meat; (x) milk; ( ) cream puffs.
3. The best disinfectant is: ( ) water; ( ) soap; (x) sun; ( ) alcohol.
4. The purest water is: (x) distilled; ( ) filtered; ( ) strained.
5. When the relative humidity is high we feel: ( ) comfortable; (x) uncomfortable; ( ) very well.
6. A child's disease is: ( ) cancer; (x) diphtheria; ( ) rheumatism.
7. A balanced diet is: (x) necessary; ( ) not necessary for health.
8. A first aider must care for: ( ) sick people; (x) victims of accidents until a physician arrives.
9. For good teeth we need: (x) calcium; ( ) sulphur; ( ) iodine.
10. Mastication takes place in the: ( ) stomach; (x) mouth; ( ) intestines.

11. Saliva is found in the: ( ) stomach; ( ) intestines; (x) mouth.
12. Right habits should be formed: ( ) later in life; ( ) when a person is fully grown; (x) very early in life.
13. Stimulants should be given to: ( ) unconscious persons; (x) conscious victims; ( ) persons that have been poisoned.
14. The most serious wound is the: ( ) lacerated; (x) punctured; ( ) abrasive.

Answer the questions briefly:

1. What great scientist found a cure for hydrophobia? (Pasteur)
2. Why is ventilation so necessary for health? (Supply O for lungs)
3. What do repeated acts form? (Habits)
4. What three nutrients must a balanced diet contain? (Carbohydrates, fats, proteins)
5. Why should parents not allow children to eat just what they like? (Children thus become undernourished and lack body efficiency)
6. What is our body's first line of defense? (Skin)
7. What causes an infection? (Germs getting into a wound)
8. What is a dislocation? (Bone out of place)
9. Why should a sterile gauze be placed on a



*These pictures, reproduced by courtesy of the Red Cross, illustrate the first, second, and third positions in the Prone Pressure Method of Artificial Respiration.*

wound before bandaging it? (To prevent infection)

10. Why should every home be properly screened? (To keep out flies and mosquitoes)
11. If a family has a contagious disease, what does the health department impose? (Quarantine)
12. Which is better, to buy fresh vegetables and wholesome foods or buy tonics and pay doctor bills? (Buy fresh vegetables, etc.)
13. Why should we have regular hours for sleep and rest? (To keep up body efficiency)
14. Why is smoking very harmful for small or young children? (Stunts their growth)
15. What is the cause of fainting? (Lack of blood to the brain)
16. What is usually put on a wound before putting on a compress and bandage? (Iodine)
17. What should never be done with a boil? (Squeeze it)
18. What is best for a chemical burn? (Baking-soda solution)

**Evaluations****I. Abilities**

Greater ease and skill in getting the right kind of information.

Self-confidence and poise in giving this information to the class.

Intelligent questioning and class discussion.

Ability of selecting the right kind of food for balanced diet.

Skill in the use of bandages and in giving artificial respiration.

**II. Appreciations**

Better realization of the value of good health, and aids and handicaps to good health.

Kind and sympathetic attitude to the sick and afflicted.

Keener appreciation of the Red Cross and first-aid workers.

Realization of the need of an adequate, balanced diet for physical fitness as useful citizens.

Development of will power in the formation of correct habits early in life.

**III. Understandings**

How health can be lost, and once lost is hard to regain.

Greater body efficiency of a person enjoying good health.

Value of first aid in case of accidents and sudden illness.

How the formation of correct habits affect later life.

The great importance of correcting physical defects early in life.

The help religion gives us in all vicissitudes of life.

scious of this need because the issues of national, social, and spiritual life are so often at variance.

A list of twenty indicators of ideal Catholic life may be prepared as a result of class- or home-room discussions. A competent committee selects ten or more which they consider practical for concentrated emphasis. Mimeographed copies of the ten selected should then be placed in the hands of every student. At a general assembly these indicators are analyzed so that a common interpretation is possible. At a home-room period each group under the guidance of a leader prepares one sheet, having the items arranged according to their order of importance in the life of practical Catholics. The pastor or some other competent person decides which of the prepared lists is most nearly correct. Again at a general assembly reasons are given for the final arrangement. The following are some of the traits submitted for consideration:

1. Supports, morally and financially, undertakings that tend to spread Christ's kingdom on earth.

2. Is willing to assume the responsibility of a Catholic Action project, and shows sustained effort in carrying out the undertaking.

3. Is first to follow leadership in cooperation with others to make parish undertakings successful.

4. Refusal to join in criticisms of the pastor when parish difficulties are discussed.

5. Supports charitable enterprises.

6. Is actively interested in youth organizations designed to combat evil influences.

7. Makes attendance at a Catholic school a matter of conscience.

8. Supports Catholic newspapers and periodicals.

9. Never misses Mass on Sundays.

10. Uses his privilege as a voter at all important elections as his conscience dictates.

There will be vast difference of opinion as

## A Project in Christian Citizenship

Sister Gabriel, O.S.B.

For some time citizenship stressing duties rather than rights has received greater emphasis in education. Mastery of subject matter, high scholastic records, and ideal environment for achievement are still given due consideration, but with the passing of things once considered paramount in cultural development and self-expression, the emphasis is shifting. Today spiritual growth, training for service, and ability to make wise decisions are becoming more immediate aims. We are becoming more aware of the fact that the solution of everyday problematic situations demands a true sense of values in even the more immature minds. Loyalty to God, self, and country in these times requires not only the fullness of grace, but opportunities for repeated practical exercise of making prudent decisions.

With the above in mind, the two following activities were carried out with satisfactory results in several junior high school groups.

It may be remarked that before attempting a project of a personal nature, a mutual feeling of confidence, good will, and cooperation must exist between adviser and student. Both must be convinced that eternal values, though distant, are the only worthy goals. Youth is more eager than was once thought to accept the challenge of striving for the perfection God expects. It is willing to become not only what is better in American citizenship, but the best for time and eternity. Desired attitudes are cultivated by repeated, systematic, and directed self-examination. Results should be recorded for personal reference so that each student will be spurred on to compete with his better self.

The first project has for its aim self-knowledge. If rightly presented, a healthy dissatisfaction with self, change of ideals, and progress should result.

At a class meeting a number of points bearing on Christlike conduct may be drawn up. Only those which the group thinks pertinent are listed. Those selected will vary, depending on environment and average group age. From the points suggested by all divisions of the student body, a committee will select a limited number. So far the prepara-

tion has provided opportunity for consideration of desirable objectives, self-expression, and setting up of common goals. Mimeographed copies of the points are then placed in the hands of each student.

**Key for Scoring**

At the first self-examination, check score lightly with pencil. At the next, circle with pencil. Check with ink at third rating. The last rating may be circled with red ink so that the information may be referred to easily at some future time.

1. If the act is habitually remembered, 100 per cent.

2. If usually remembered with a few lapses, 85 per cent.

3. If despite determination failures are frequent, 75 per cent

4. If seldom observed and determination is entirely lacking, failure.

**Questions for Self-Examination**

1. Do I feel responsible for good order even though I am not observed?

2. Am I reverent at prayer? Do I allow others to pray well?

3. Am I respectful in church and do I respect the religious beliefs of others?

4. Do I treat the members of my family as I do the friends I wish to keep?

5. In my treatment of animals, am I careful to avoid inflicting unnecessary suffering?

6. Do I use a quiet, reserved tone of voice, especially in public?

7. Am I honest and dependable in preparing lesson assignments?

8. Am I willing to assume and carry out responsibilities without expecting some returns?

9. When speaking to or about an older person, do I use the correct title as Mr. Jones, Father Smith, Judge Freeman?

10. Am I willing to offer assistance where I can very conveniently do so?

Similar to this self-rating sheet is another project designed to develop a true sense of values. We need to evaluate, to attempt to put first things first. Youth must be made con-



Madonna and Child by Luca della Robbia.  
Property of the Detroit Institute of Arts.



*Mother's Day Gift.* (Block Print)

G. C. Harmon

to the final arrangement of the single sheet submitted to the judge for evaluation. Difficulty in arriving at decisions impresses important lessons and opportunity is provided for emphasis and cultivation of prudent choice.

Perhaps there is no greater stimulating force for the attainment of a desired end than concerted effort toward a common goal. We need this vitalized mutual stimulation in religious training. The projects here described are an effort in that direction.

## Nationalism Replaces Feudalism

Sister M. Agnes, R.S.M.

Feudalism was a form of social and political organization which existed in the Middle Ages throughout all western Europe. It consisted of (1) the feudal group and (2) the lordship. The basis of the feudal group was the fief. This was a piece of land, or a vested right, granted by a man who was called a lord of the fief, to another man who was called a vassal.

### Duties of the Vassal:

1. The vassal promised to be faithful to his lord.
2. He performed certain services:
  - a) He had to fight for his lord when required to do so.
  - b) He had to submit to his justice and aid him in his court. Sometimes he was commanded to give counsel.
  - c) The vassal paid a feudal "aid" or else a periodic payment on his fief.

### Duty of the Lord:

He owed his vassal fidelity, justice, and protection.

### The Bond of Feudalism:

The bond which united the various groups and subdivisions, i.e., lords, vassals, tenants, and serfs, was the *land*.

### The Seigneurie:

All the seigneuries were similar in kind but they differed enormously in the territory they embraced and the attributes which they conferred. Rank under the seigneuries was as follows: (1) baronies, (2) viscounts, (3) castellanies. The lord high justicer possessed the right of life and death. His duties were: levying of imposts on his subjects and the administration of justice. These two rights were often limited by other feudal principles.

### Divisions of the Feudal Society:

- (1) Nobles, (2) villeins, (3) serfs.

### Mutual Obligation of Lords and Vassals:

Feudal obligations were heavier for the vassal than for the lord. The vassal did not even belong to himself because by virtue of his obligations of guarantee and hostage, he and his property were responsible for the engagements contracted by the suzerain. The vassal's obligations were so many and so varied that there was little exercise for free will. The vassal gave his lord:

1. His time.
2. Financial aid.
3. He was obliged to welcome and defray the expenses of the lord and his suite.

4. The ever present authority of the lord made itself felt even in the domain of private life. This was carried on to such an extent that it looked as if the vassal was only the holder of the fief, while the lord was in truth the real owner.

The duties of the suzerain were principally negative and undoubtedly the less onerous of the two obligations:

1. He had to render justice to the vassal.
2. He was forbidden to injure him or to increase duties without consulting the vassal.
3. He was bound to protect the vassal against enemies.

If we compare the mutual obligations of lord and vassal we shall understand how logical it was that a feeling of dissatisfaction existed among the "under members" of the organization.

The feudal regime had a very long life. It was gradually established in the ninth and tenth centuries, and it reached completion in the eleventh century, although certain aspects of it endured until the French Revolution. To be sure, the royal power never disappeared from feudal France; from the twelfth century on, it had a great political role, and in the thirteenth and fourteenth centuries it made great progress in spite of feudal powers.

If we look at the externals of feudalism, where everything seems so rigorously thought out and regulated by law, we are tempted to see in it a group of institutions capable of making or taking the place of the state which has been destroyed. The feudal regime, which was founded upon the sanctity of the oath and respect for good faith, possessed a moral basis; on the other hand, it manifestly favored, more than any other regime, the play of individual forces and individual liberty.

Closely viewed, however, the edifice raised by feudalism is seen to have been poorly joined together, and to have been in a condition of imperfect equilibrium. Relations were established by law between suzerains and vassals, from the top to the bottom of the hierarchy. But lateral relations among the peers were nonexistent. The nobles upon the same stage of the feudal hierarchy lived as strangers to one another. Among them isolation was so habitual as to be almost the rule. The bond connecting vassal and lord was not strong, for there were a thousand pretexts on either side for breaking it, should circumstances cause either to see fit to do so.

The establishment of the feudal hierarchy, which was intended to produce harmony and order out of chaos, often succeeded in producing chaos of seigneuries, for it frequently brought about an entanglement of dominations and a confusion of powers. War, therefore, sprang from the hierarchical principle, as it did from the vassalage.

The living reality as it stands forth from the chronicles and documents of the time shows that brute force dominated everything. The feudal obligations were performed, the feudal contracts were respected, and the feudal customs were observed only when the suzerain was powerful enough to compel obedience.

It is no slander upon feudalism to point out the permanent anarchy, the profound disagreement between law and fact which characterized it. Feudalism had its period of usefulness in the tenth century, when the collapse of governmental power and the Norman invasions constrained the people to accept, as a benefit, the patronage of local magnates. But

never did a regime pass more quickly from legitimacy to excess.

From the study of history we know too well how much the men of the Middle Ages suffered from feudalism to believe that everything which has occurred in the course of history has been advantageous to the nations merely because it happened and they survived.

War, in all its forms, may then be said to have been the law of the feudal world. It was the principal occupation of the aristocracy to keep land and sovereignty in its grasp. Deep-rooted habits of a military race, the hatred of strangers and neighbors, the clash of ill-defined rights, selfishness and covetousness, perpetually gave rise to bloody struggles, and made each lord the enemy of all around him.

The strength and tenacity of the Church have been the marvel of the ages. The invasions poured their flood of barbarianism over Europe, but the Church stood, unsubmerged, above the waters. Feudalism, that aftermath of barbarism, transformed all the other institutions of medieval Europe, but it was powerless to alter fundamentally the constitution of the Church. And yet, because of its wealth, it seemed, for a time, as if the Church must be feudalized.

The generosity of the faithful in giving their property to the Church was inexhaustible. They gave throughout their lifetime, they gave especially when death drew near. The Church, which ceaselessly received, never alienated, for both civil and ecclesiastical laws forbade. From time to time, it suffered terrible spoilings, but it was the beneficiary of great repents, so that its wealth constantly increased from age to age.

The property which the Church had obtained before feudalism was its own actual property. The gifts which it received during the feudal era quite naturally possessed a feudal character. Various attempts were made to feudalize all the possessions of the Church, and even the Church itself. In the feudal epoch the ecclesiastical authorities bestowed lands upon others, and in so far as they did, the Church authorities were feudal suzerains. Other civil obligations often bound the bishops and abbots to the extent that the lands which they administered were considered fiefs. Thus it was, that while the clergy, as members of the Church, formed a hierarchy which was independent of the civil society of the time, they were by virtue of their landed possessions, members, in a sense, of the feudal hierarchy. Grave inconveniences, both spiritual and temporal, resulted from their quasi incorporation into the feudal structure. The clergy were expected to perform functions which were incompatible with their ecclesiastical character. The holding of sacred offices was influenced and interfered with because of land questions. The financial situation of the Church was modified.

The advantages which the Church enjoyed, from the feudal point of view, were, however, counterbalanced by special burdens. The feudal lords soon realized that the increase of the possessions of the Church was drying up their revenues, and they cleverly adjusted the feudal situation and laws to suit their own needs.

The first royal attacks upon the immunity of the clergy in France date back, perhaps, as far as Louis VII. Under one pretext or another this sort of measure was repeated. In the Lateran Council it was determined that



Birdhouse.  
(Block Print)

the bishops must henceforth consult the sovereign pontiff before consenting to a tax. From the year 1215 the place of the pope in ecclesiastical taxation became more and more important. At one time he defended the French people (the Church) against the demands of the king. At another, he granted the king the right to levy taxes upon them; and again, he himself levied taxes for the crusades.

The Church was isolated in the midst of a divided and warring society. Because it was rich, it awakened the cupidity of all unscrupulous barons. In this way conflicts existed between the Church and feudalism from the middle of the tenth century until the feudal organization crumbled and gave way to nationalism.

The fief was by no means universal on the continent of Europe, even when feudalism was at its height. There were always territories where land continued to be held alodial. The landholders were, consequently, free from all feudal service, but, on the other hand, they were left to their own resources for the defense of their lands in case of war or violent usurpation. It necessarily followed that, lacking a suzerain whose feudal duty it was to protect them, they were compelled to resort to other means to safeguard their property. To be sure, they might beg the protection of a neighboring lord, but such protection was often illusory and had this grave inconvenience, that it gave the lord an opportunity to assert rights to the property entrusted to his protection, and thus to absorb, to his own advantage, the independence of the alodial lands.

So, while feudalism was considered universal when it existed, we now realize that it was quite unpopular as an established organization for even the people of a limited territory, not to mention the disadvantages which it necessarily incurred to civilization in general. A form of government which does not satisfy the public cannot endure. The growing spirit of democracy is evident in all nations. It was the birth and development of this spirit which caused the downfall of feudalism and establishment of nationalism. Will nationalism endure or in its turn will it submit to other systems is one of the future developments of "the new order."

## Rose of the Bowers to Tom of the Towers

Sister Teresa, O.S.U.

### Religious Aim

This metrical debate, *Rose of the Bowers to Tom of the Towers*, is intentionally partial to the country in order to facilitate the "Back to the Land" movement of the Catholic Rural Life Conference Society in its call to Catholic youth.

### Patriotic Aim

To encourage union of heart and purpose and to turn the thoughts of youth to the need of defense work even among children.

### Directions for Costuming

UNCLE SAM should be costumed as usual. TOM may wear an up-to-date suit. ROSE may be dressed in a rose-petaled, crepe paper costume; or she may wear a white or a rose-colored dress and carry a long-stemmed bouquet or an armful of roses and wear a small bunch of roses in her hair.

### Directions for Acting

Delivery should bristle with good-natured banter. It is advisable to choose two who actually believe in the righteousness of their cause.

### Debate

TOM:

I'm Tom of the city towers.  
ROSE [returning Tom's bow]:  
I'm Rose of the country bowers.

TOM:

Hello, hello "Country Jake!"  
Hello "Greenhorn," half awake!  
Keep far away from city towers,  
For while you stand and gaze for hours  
A motorcycle, train, or car  
Would, doubtless, leave a lasting scar.

ROSE:

I see, oh brazen city dude,  
That you indeed are very rude.

Should you chance to visit me  
Beware the hornets' nest and bee.  
My ears are tuned to sweeter sounds  
Than what you hear on city rounds.  
What wonder that it's rush and roar  
To peaceful souls would prove a bore.

**TOM:**  
Ah! country sounds are lonesome things,  
The hooting owl, with rustling wings,  
That lends a gloom to sleepless nights.  
And makes one dream of ghostly sights.  
The mournful dove with plaintive note,  
The far-off bleat of sheep or goat.  
Now, Rose, when human hearts are sad  
Such sounds would drive them surely mad.

**ROSE:**  
When gloom and sorrow come to trace  
A teardrop down my smiling face  
I soon forget 'mid silver chime  
Of feathered songsters' warbling rhyme.  
I see the grasses gently bow  
As passing breezes kiss their brow,  
While, priestly, stately, cool, and tall,  
With outstretched arms, my trees bless all.  
And would you scan the distant scene—  
A view of every tint of green  
That standing out against the sky  
Presents a scene a king might vie!

**TOM:**  
Dust and dirt and weed and brier!  
A scene that truly does inspire!  
My streets are clean, my buildings high,  
My picture shows delight the eye.  
When I am sick I have no fear,  
The doctor and the nurse are near.  
My schools are better far than thine,  
But cheer thee up, do not repine.

**ROSE:**  
Your picture shows may be a scar  
That faith and morals often mar.  
Besides, 'tis but a little ride  
That brings us to your towers of pride;  
With country highways, rural light,  
With television now in sight,  
With radios and telephones,  
We think that you might save your groans.  
When wave on wave you fill the air  
We fear too much your taint to share.  
You dare to scorn my country life  
Where health and happiness are rife!  
My golden hills are rich with bread  
With which your city must be fed.  
My fields and orchards held, no doubt,  
The food and fruit that gave you gout.  
'Tis beautiful beyond a doubt  
To those who seek its beauty out.  
Lift up your hearts and you shall see  
The beauty here revealed to me.  
Lift up your eyes above the sod,  
Behold the scenes of nature's God.

**TOM:**  
Ah, what a piece of work is man!  
Thus Shakespeare's lines in Hamlet ran.  
If you would see what man can do,  
Come to the city, take a view.  
See factories great, inventions rare,  
The wondrous plan of commerce there!

**ROSE:**  
Come to the country, brother dear.  
You have more room and freedom there;  
And you won't have to starve and sob  
Because you haven't any job.  
And since you boast the works of man,  
Footprints of nature's God, our plan,  
With rivers, canyons, mountains, seas,  
What picture shows can equal these?  
The scenes that daily meet the view  
Are traced on nature's canvas, true.  
By artist, God, with paint and brush,

Now, works of man, go hide and blush!  
And yet you dare to call me "Jake"  
And say I'm only half awake  
Except when strolling through your towers  
And then you say I stare for hours.  
Well, you may have your sunny towers,  
Your noisy, blustering, merry hours,  
But give to me my verdant bowers,  
Wherein are nature's richest dowers;  
Yes, give to me where'er I roam,  
A quiet, peaceful country home!

**UNCLE SAM** [comes down center and steps between Rose and Tom]:

Are these my subjects wrangling here?  
My subjects to my heart so dear?  
In union there is strength, you see;  
Let union then our motto be.  
What is the foot without the hand?  
What is the sea without the land?  
What is the heart without the head?

The members, if the soul be fled?  
The body's union with the soul  
Presents a strong and perfect whole.  
When all unite in every station,  
We have a strong and perfect nation.  
The healthy, active girls and boys  
Are any nation's pride and joys;  
The pillars of her future state,  
Her "open door" to all that's great.  
Just now our nation is at war,  
And needs her children near and far.  
Come, now, and help cut down expense;  
In every way promote defense.  
Buy bonds and stamps, pick up old tin,  
Help Uncle Sam this war to win!  
So let us shun all civil strife  
And lead a quiet, peaceful life.  
Come city, country, join the hand,  
For peace and right and justice stand!  
[Uncle Sam takes both by the wrists and joins their hands. —Curtain.]

## An Arithmetic Quiz

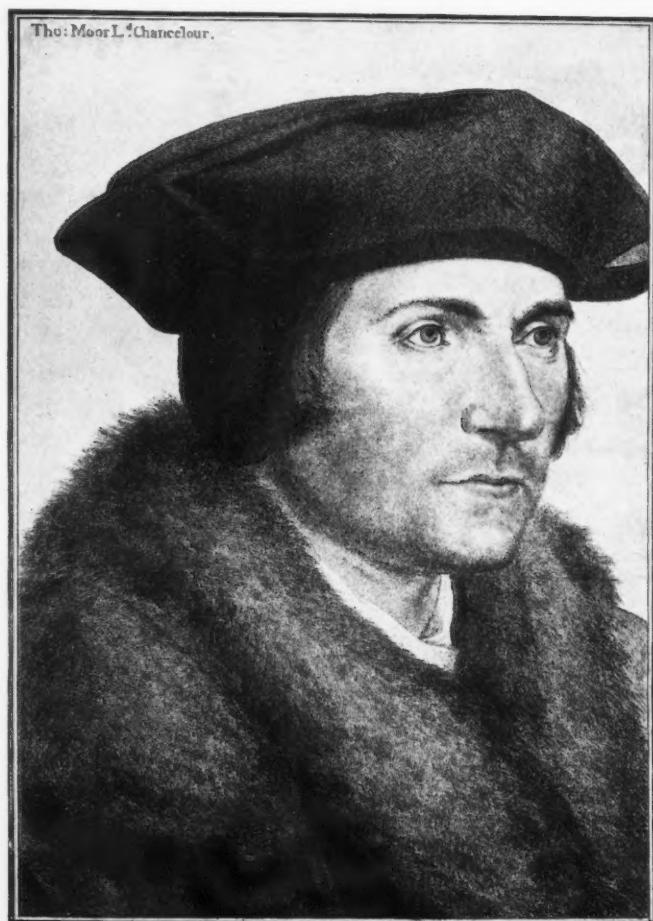
Sister M. Noreen, O.S.F.

1. .... of a circle is the distance from the center to any point on the circumference.
2. .... the divisor and .... in order to divide one fraction by another.
3. .... refers to the selling of stock for less per share than the amount printed on the certificate.
4. .... is the person who receives money from the life insurance company in case of the death of the person insured.
5. .... is the method of raising money to carry on the expenses of the government.
6. .... is a company authorized by law to act as an individual person.
7. .... are the people who own shares in a company.
8. .... is a written agreement which an insurance company gives to the insured.
9. .... is the money that an insured person pays to the insurance company each year or period.
10. .... is the money paid by a corporation to its stockholders.
11. .... is the number which is subtracted from another in a subtraction problem.
12. .... of a rectangle is found by multiplying the length by the width.
13. .... is a three-sided figure.
14. .... is the money which a bank pays for the use of money deposited in it.
15. .... divides an angle into two equal parts.
16. .... is a four-sided figure with the opposite sides parallel.
17. .... is a four-sided figure in which two sides are parallel and the other two are not parallel.
18. .... are formed when a rectangle is cut along one of its diagonals.
19. .... is the number from which another number is subtracted in a subtraction problem.
20. .... is a statement such as  $8 \times 7$  equals 56, in which one is shown to equal another.
21. .... multiplied by the .... plus the .... is a check for a division problem.
22. .... is the answer in an addition problem and the numbers added are called the .....
23. .... being greater than the .... the fraction is said to be an improper one.
24. .... is a fraction with the denominator greater than the numerator.
25. .... of a fraction has a decimal point with zeros annexed and is divided by the .... to change a common fraction to a decimal.
26. .... is divided by the .... in order to reduce an improper fraction to a mixed number.
27. .... is a chord passing through the center of a circle.
28. .... is the inclosed space near the point where two lines meet.
29. .... is a portion of a curved line.
30. .... 160 square rods.
31. .... a distance of 5280 feet.
32. .... the entire property of a person or corporation.
33. .... is the debts of a person, company, or corporation.
34. .... is an amount between zero and one.
35. .... is one or more aliquot parts of a unit or integer.
36. .... a fraction which is greater than a unit or integer.
37. .... is a triangle containing an angle of 90 degrees.
38. .... is a four-sided figure which has no two sides parallel.
39. .... is a quarter of a circle or an arc of 90 degrees.
40. .... is a figure having four sides and four angles.
41. .... a figure having for its base a plane polygon and for its sides several triangles with a common vertex and with their bases forming the sides of the base.
42. .... an instrument for laying down and measuring angles on paper.

43. .... a figure with four equal sides and two acute angles and two obtuse angles.  
 44. .... a triangle with two equal sides.  
 45. .... is a polygon of six angles and hence six sides.  
 46. .... is the product got by taking a number or quantity three times as a factor.  
 47. .... one of two parts necessary to a perfect whole.  
 48. .... is a closed plane with all its points equidistant from a point within called a center.  
 49. .... a measure of distance of length of five and one half yards.  
 50. .... a measure of liquids containing about 63 gallons.

## Key to the Quiz

1. radius	26. numerator, denominator
2. invert, multiply	27. diameter
3. below par	28. angle
4. beneficiary	29. arc
5. taxation	30. acre
6. corporation	31. mile
7. stockholders	32. assets
8. policy	33. liabilities
9. premium	34. fraction
10. dividend	35. fraction
11. subtrahend	36. improper fraction
12. area	37. right triangle
13. triangle	38. trapezium
14. interest	39. quadrant
15. bisector	40. quadrangle
16. parallelogram	41. pyramid
17. trapezoid	42. protractor
18. two triangles	43. lozenge or diamond
19. minuend	44. isosceles
20. equation	45. hexagon
21. quotient, divisor, remainder	46. cube
22. sum, addends	47. complement
23. numerator, denominator	48. circle
24. common fraction	49. rod
25. numerator, denominator	50. hogshead



St. Thomas More as Lord Chancellor.

## Confirmation with Saint Thomas More

Brother Cormac, C.S.C.

The young are great hero worshipers. We see them take to their hearts a favorite baseball star, an outstanding football player, or a coach whom they admire for his manly character as well as for his professional ability. Fortunately, as we know, this enthusiasm of youth for courage, ability, and leadership can be directed into the religious field. The saints, those heroes of God, offer inspiration to our youth in the domain of the spirit, challenge them to high ideals of conduct, and point to victory over the world, the flesh, and the devil.

The writer of this article recently asked a group of boys, sophomores in high school, to give in writing their reactions to some of the lives of the saints we had read in their religion class. The question asked was "What life appealed to you most, and why?" The answers were interesting. Some mentioned St. Peter because he had been appointed head of the Church. A few mentioned St. Paul, and referred to his great missionary labors and sufferings for the faith. Many were attracted to Don Bosco, because he took such

an interest in boys, and so on for many other saints. A goodly number of the students spoke admiringly of St. Thomas More, and a few quotations from their replies follow. One young fellow said, "I like him more than any other because he was not afraid of anybody. He would joke very often but when he had to be serious he could and when his head was set it wasn't very easily changed. He wouldn't do anything that would hurt his conscience, even for the king of England." Another pupil gave as the reason for his choice the fact that "St. Thomas must have had great spiritual strength and help to be able to joke with the executioner and at the same time he knew that he was going to be killed." A third boy said, "I like this story because it shows that God's grace is greater than the devil's temptation. A man cannot do something wrong because it is done by other people. St. Thomas said if other persons did wrong he was not going to do it because his conscience would not let him. He told jokes in the time of greatest perils." One admirer expressed his enthusiasm as fol-

lows: "A man that can think of joking at a time of death is full of courage up to the brim. In my mind St. Thomas is a regular guy, and a regular saint."

Shortly after we had read the life of St. Thomas More the class took up the study of the sacrament of confirmation, and when the teacher happened to ask "What gift or gifts of the Holy Ghost did St. Thomas need most?", many hands were raised. Concrete illustrations were given to show the need our saint had of the Holy Ghost and His seven precious gifts. Mindful of the fact that it is not always easy to say precisely what gifts of the Holy Spirit are needed in a given situation, the class was convinced that St. Thomas needed the gift of wisdom in order to prefer heavenly to earthly things, for Thomas More was a man who loved home and family and friends, and all other worth-while things in life. The class recalled his behavior on the morning of the day he was to appear at Lambeth to take the oath of supremacy. They remembered that having gone to Mass and Holy Communion as was his custom, he, without taking his usual affectionate farewell of his family, called to his son-in-law, William Roper, that they should be on their way<sup>1</sup> and without looking back took boat for Lambeth.

<sup>1</sup>Anne Manning, *The Household of Sir Thomas More* (New York: E. P. Dutton and Company, Inc.).

The day he had been expecting had arrived, and he knew what it would mean for him. His words to his son-in-law as they rowed toward Lambeth, "Thank God, son Roper, the field is won," would imply that he had conquered any affection for his family that might stand between him and his duty to God.

Remembering that the gift of understanding is needed in order to know the true spirit and teaching of the Church, and that the gift of counsel enables us to know the will of God in perplexing circumstances, the members of the class were quick to see that St. Thomas needed those gifts too. That he had long studied prayerfully the questions at issue was clear from his own words after his condemnation when he said that he had studied seven years through all the Fathers and Doctors of the Church and could find nothing to justify Henry's claim to be head of the Church. To Thomas More it was clear that the primacy was given only to St. Peter and his lawful successors.

That St. Thomas More needed the gift of piety no one gainsaid. His fidelity to daily Mass and the frequent reception of the sacraments as well as his frequent meditations on the Passion were proof of his close communion with God. The short account of More's life which we had been reading told of the occasion when More, then Lord Chancellor, was attending Mass, and being approached by a messenger of the king who whispered to him "My Lord, his Majesty the King wishes you to come to him at once," replied, "I cannot come now. As soon as Mass is finished I will go to his majesty." It was evident that his piety was his great source of strength.

Perhaps, it may be said in passing, that the greatest manifestation of More's piety is found in that inspiring series of meditations, "The Dialogue of Comfort in Tribulation," which he wrote during the year or so that he was confined a prisoner in the Tower. Here our pupils may see him fortifying himself spiritually for the great trials which still awaited him. Though his choice had long been made, we see him bolstering his spirit by leisurely and piously considering the problem of choice from the point of view of reason enlightened by a lively faith. He weighs the loss of goods, the loss of reputation, even the loss of life itself in the scale of eternal values. He considers the sufferings of the martyrs, recalling that many of them were women and children. He dwells on the sufferings of St. John the Baptist whose predicament was in many respects like his own, and he reflects affectionately on the fate of the Holy Apostles, Peter and Paul. All the while we notice his constant reference to the text of Holy Scripture. He recalls our Lord's promise to those who confess Him before men, and His threat of punishment to those who deny Him. The joys of heaven and the pains of hell are also considered, and though our saint does not neglect the fear of the Lord as a motive, he ends his series of meditations with the chapter entitled "The consideracion of ye paynfull death of Christ, is sufficient to make vs content to suffer paynfull death for His sake."<sup>2</sup> Thus the love of God is his great sustaining help.

Fortified as St. Thomas More was with

<sup>2</sup>Sir Thomas More, *Utopia and the Dialogue of Comfort* (New York: E. P. Dutton and Company).

the grace of the Holy Spirit in whose assistance he placed all his confidence, he was now ready, as he had been from the first, to give "the last full measure of devotion." Our pupils get an inspiring series of impressions as they see him go on foot for trial after his year in the Tower. He is now a broken man physically, clad in a coarse woolen gown, pale and hollow cheeked, supporting himself with a staff, though before his imprisonment he had no need of any such support. His hair, too, was turning gray, though previous to his incarceration it had not been so. They may see him receiving his unjust sentence and taken back to the Tower, and there deprived of his books and writing materials. Then they see him leave the cell from which he had watched the Charterhouse monks go to execution for their refusal to take the oath; they follow him to the scaffold at the foot of which he turned to the guard for assistance: "I pray thee, Sir, see me safe up. For my coming down I will shift for myself." They will feel like exclaiming, "What a man!" Finally, as they see him move his beard "that had never committed treason" out of the path of the ax, and see his holy head on the stake at London Bridge bidding defiance to "ye Grande Turke," they will have some clear ideas as to the necessity of fortitude.

In conclusion, perhaps it is not too much to hope that confirmation with St. Thomas More helps the student to understand better

the reason why this sacrament is the one that makes us strong and perfect Christians and soldiers of Jesus Christ. Perhaps it will help them better to realize that fighting against the enemies of our salvation, "our own passions within us, the spirit of the world without, and evil-minded men who aim to injure or destroy religion,"<sup>3</sup> may require sacrifices as real as "blood, toil, tears, and sweat." They will at least have made the acquaintance of a soldier who fought and died for the sake of conscience, a soldier who was inspired by a higher motive than love of country; viz., love of God. As we take our leave of him we will listen to the words in which he concludes his "Dialogue of Comfort." Saying that he was feeling somewhat weary, he says to Cousin Vincent with saintly humility: "I would it had happed you to fetche the counsails at some wyser man that could haue gyuen you better. But better men may set mo thynges and better also thereto. And in the meane tyme, I beseech oure Lorde brethe of His Holy Spyrite in to the reader's breste, whiche inwardely may teache hym in harte without whom, little ayayleth all that all the mouthes of the worlde, were able to teache in mennes eares. And thus good cosyn fare well, tyll God bryng vs together agayn, eyther here or in heuen. Amen."<sup>4</sup>

<sup>3</sup>Francis B. Cassidy, S.J., *Religion: Doctrine and Practice* (Chicago, Ill.; Loyola University Press).

<sup>4</sup>Sir Thomas More, *Utopia and the Dialogue of Comfort* (New York: E. P. Dutton and Company).

## "Interview" Periods

Sister Theresa Marie, O.P.

I WOULD like to share my "interview" plan with other teachers of English. I am sure the readers of the Journal would find it a very interesting and profitable way to spend an English period. Surprised at how few children could answer the question, "Who is he?" when asked about some real or imaginary character whose name had won fame, I hit upon this interview idea.

I devote one English period to oral compositions. During this period each child tells of his imaginary interview with a character he has chosen from a given list. The list contains names of authors, inventors, statesmen, ecclesiastics, actors, commentators, historical figures, storybook characters, in short, any name that should suggest an interesting character to the child.

This is the procedure. The child tells of his interview—let us say, with Cardinal O'Connell. (Let me say, we always include a few to amuse, as "the man in the moon" or "Mickey Mouse.") This outline is followed to some extent, although no outline hampers the story. It is meant as a help.

### Outline

1. What inspired or necessitated the interview?
2. How did the character receive you and where was the reception?
3. What transpired at the interview?
4. Results of the interview?

Then all pupils question the speaker. He

must be prepared to answer questions of those who are familiar with the character. Many amusing situations arise.

In this way the child learns how to express himself. He makes a study of characters he would otherwise never bother with. The questions put to him to keep him alert and, in the case of imaginary characters, the child becomes more or less ingenious as a conversationalist.

For example, during one of these interviews, a priest chanced to enter the class. He signaled to the class to continue the lesson. When the lad finished telling of an interview with Charlie Chaplin who had invited him to dinner, one girl asked if he would tell what had been served. Without hesitation, he gave a very complete menu, as the saying is, "from soup to nuts." The priest, enjoying every word and astounded at his self-assurance, said slyly, "If I remember, Jim, you said that you visited Charlie last Friday. I noticed a luscious steak on the menu. Now, did you forget you are a Catholic?"

Not one moment did Jim pause but very nonchalantly replied, "Oh no, Father! I had explained to Charlie that my being a Catholic might be a reason for my not accepting the invitation. He assured me that he'd solve that difficulty and I was provided with a special order of lobster."

It really does something to a child's confidence. Try it, teachers.

# Aids for the Primary Teacher

## A Nutrition Unit: Victory Foods

Sister M. Alita, C.S.J.

The vitally important subject of a balanced diet and the conservation of food is being discussed in all homes on account of the National Nutrition Drive. This essential study lends itself especially well to the social studies and the natural-science program of the primary grades. The following objectives were established for second-grade pupils who participated enthusiastically in a study of food.

### The Objectives

#### General Objectives:

1. To create a desire on the part of the children to eat foods that contain certain elements which produce growth and good health.
2. To give the children an appreciation of the fact that our bodies and good health are gifts of God.
3. To develop an appreciation for the community helpers who supply food.
4. To give an elementary knowledge of the purposes and meaning of the rationing program.

#### Specific Objectives:

1. To correlate English, reading, and graphic representation.
2. To provide opportunities to develop the child's initiative, self-control, and responsibility.

### The Approach

The new paper milk carton aroused the interest of those who were not acquainted with this form of milk container. James brought one of the containers to school. Margaret asked, "Why is a carton used instead of a bottle?" The teacher said, "Because it is more sanitary. Bottles have to be washed. This carton can be burned."

John said, "I never saw a carton like that before, but that doesn't mean that I don't drink milk. I drink four glasses every day."

The following questions formed the bases for a lively discussion: (1) How much milk should we drink every day? (2) Why is milk good for us? (3) What are the names of different foods we should eat to become strong? (4) Why do our bodies need food?

Reference was made to the *Health Stories* (Scott Foresman) to find some of the answers. This reading furnished the background for our plans to find out more about food.

### Our Planning

The pupils with the help of the teacher planned an excursion to a food market to observe the various aspects of one of the sources of food supply. After our visit to the market we spent some time discussing the qualities of food, its freshness, and storage. We talked about the people who helped supply our vegetables, meat, fruits, milk, and other important foods, and the means of transporting them from distant places. The

following questions the children wanted answered formed the framework of our assimilation period: (1) What are the names of different kinds of food? (2) What are the names of vegetables, fruits, meats? (3) From where does food come? (4) How are foods kept from spoiling? (5) What are different ways of preparing foods? (6) Why do we need different foods? (7) What parts of plants do we eat?

As the unit progressed, the above questions were expanded and the subitems were listed.

### Classification of Foods

- (1) Milk, (2) vegetables, (3) fruits, (4) meat, (5) cheese, (6) eggs, (7) fish, (8) bread and cereals, (9) butter, fats.

### Identification of Varieties

#### Sources of Food

- (1) Our gardens, (2) farms, (3) grocery stores, (4) dairy, (5) shipped from other states.

### Preservation of Food

- (1) Cleanliness, (2) refrigeration, (3) pasteurization, (4) cold storage, (5) salting and smoking meat, (6) drying fruits, vegetables, and meat, (7) canning and preserving.

### Preparation of Food

- (1) Boiling, (2) roasting, (3) baking, (4) frying, (5) raw.

### Need for a Balanced Diet

1. "Grow Foods" (proteins): milk, cheese, meat, fish, eggs, nuts, cereals.
2. "Go Foods" for energy to work and play: cereals, bread, potatoes.
3. "Heat Foods" (carbohydrates): cream, butter, bacon, egg yolks.

### Parts of Plants That Are Edible

Leaves (lettuce, spinach, cabbage); stems (celery, asparagus, rhubarb); fruit (apples, oranges, peaches, tomatoes, pumpkin, squash); roots (carrots, beets, turnips, rutabagas, radish); seeds (beans, corn, peas).

### Enrichment Activities

This study offered many possibilities for group work in art, construction, and English activities. The planning and executing of the following activities were accomplished by committees at various intervals of the study.

### Things We Want to Do

- (1) Write a letter to thank the grocer. (2) Make a food store. Name it Victory Food Store. Bring scales, egg cartons, cereal boxes, fruit, vegetables, milk bottles, and cartons. Label the food, make price tags. (3) Collect pictures of food and use them for posters and booklets. (4) Draw and paint pictures for a movie. (5) Read and write stories and poems. (6) Use the clay to model fruits and vegetables. (7) Make menus of a good break-

fast, dinner, and supper. (8) Make a vitamin game. (9) Plan a radio program for Station F-O-O-D, Ascension School. (10) Make a score card of foods eaten at home. (11) Make a vitamin-parade poster. (12) Make a daily class newspaper of all that we do.

Opportunities for the pupils to originate, plan, solve problems, and direct these activities were utilized, as shown by the following group stories and experiences.

### Victory Food Store Planning

We are planning to have a store in the back of the room. We will need shelves and a counter.

Robert brought a scale. Other children brought milk bottles and cartons. Donna brought a basket of fruit. Someone will bring different kinds of vegetables. We will need butter and egg cartons, bread wrappers, and cereal boxes. We are going to bring pictures of foods we can keep in the store.

### Our Plans

We are going to the Food Market soon. We want to see the different kinds of fruits and vegetables. We will ask the grocer where he gets these foods.

We will look at the prices. Do not touch anything in the store. We will say "Thank you."

### Our Visit

Thursday the Second Grade went to the Dupont Market. We learned how the meat is kept fresh. The grocer told us the prices of the different foods. He told us where we get the fruits and vegetables. Some are shipped in refrigeration trains. It is not the season here for fresh fruits and vegetables. Some come from California and others come from Texas.

The "Victory Food Store" proved to be a central and unifying factor binding together the children's experiences:

1. Possible means of erecting a store were discussed. The final decision was to use the bookcase and, in order to conserve space, to place it in the middle of the wardrobe in the back of the room. This necessitated plans as to the best management of the hanging of clothes in the cloakroom. Unselfishness and orderliness would be required of all.

2. Stocking the store with commodities provided several periods of choosing, rejecting, arranging, and labeling. These activities helped to develop oral expression and a sense of evaluating.

3. Christian social living was exemplified in form of dramatic play and informal group conversations when little housewives and shoppers purchased foods from the store after carefully choosing and listing the foods needed for menus they had planned.

4. These items were selected from the "Victory Food Store Shoppers Guide."

5. The classroom grocers were responsible for the cleanliness and arrangement of the store, correct weighing of food, politeness to and consideration of customers.

6. In order to announce the daily specials available in the store, Radio Station F-O-O-D was organized. Daily reports were made concerning the fresh foods available on the mar-

ket, prices per quart, bushel, dozen, gallon of various articles. Ideas for substitution of some foods were given and the necessity of saving was stressed.

7. After emphasis had been made of the necessity of eating foods which contained vitamins, a large interpretive poster entitled "The Vitamin Parade" was made by one group. The green leafy vegetables, fruit, and milk chosen to be illustrated were soon "real little jolly people with arms and legs, marching along to Health Land."

#### Summary of Subject Fields Utilized Reading

(1) Charts and labels. (2) "Food Shoppers Guide." (3) Notices on blackboard. (4) Health and science stories. (5) Library books. (6) Cooperative and individual stories which were mimeographed.

#### English

(1) Dramatization. (2) Oral and written stories and letters. (3) Radio talks. (4) Manuscript writing. (5) Spelling.

#### Art

(1) Drawing, coloring, paper construction, clay modeling. (2) Posters, charts, friezes, covers for booklets.

#### Arithmetic

(1) Bought and sold foods in play store. (2) Made simple computations as to cost of foods. (3) Learned terms bushel, quart, peck, pound, gallon, dozen, pint. (4) Used scales for weighing articles.

#### Materials We Used

(1) Slides for the delineoscope. (2) Simple guide sheets. (3) Pictures and clippings from magazines and seed catalogues. (4) Clay, construction and frieze paper, chalk, paints, crayons. (5) Materials for stocking the store. (6) Books.

#### Culmination of the Unit

The nutrition unit described culminated at the time the entire Ascension School in Minneapolis was asked to unite in the annual event of giving aid to the needy. Each year the admission to a movie is a can of vegetable, fruit, or meat. As each child brought his contribution he told what he knew about the contents of the can. His description of vegetables, fruit, or meat was limited to the following outline:

(1) Name of food. (2) How Mother prepares it. (2) What part of the plant is it? (4) Where did we get it? (5) What vitamin is in it? To amplify this description we give an actual account of a child telling about his contribution:

"I brought a quart of peaches which my mother canned. Sometimes we have peaches and cream. Peaches are fruit. Most of our peaches come from Georgia. We get vitamin A from peaches."

This activity was an excellent evaluation of the knowledge gained about food values, production, and growth. It was also a test of the individual child's development of the ability to follow an outline while expressing the understandings of the concepts he had gained during the activities of the nutrition unit.



-- Courtesy, Minneapolis Star-Journal-Tribune

Victory Food Store at Ascension School, Minneapolis, Minn.

#### Outcomes of the Unit

##### Interests Developed

1. Originality and creativeness expanded through representation in art and English.
2. Extension of reading about health and food.
3. A desire to learn more about victory food gardens.
4. A desire to conserve in order to be of help to our country.
5. A desire to eat the food that gives good health.

##### Attitudes

1. An appreciation of many of God's gifts.
2. Willingness to share information gained from their own experiences, from pictures and books.
3. Consideration for the rights of others.
4. Gratitude to the workers of a community for the food they supply each day.

##### Knowledge

1. Knowledge of the necessity of saving food and substitution of some foods.
2. Elementary knowledge of a balanced diet.
3. Security and poise in the use of enriched vocabulary.

##### Habits and Skills

1. Good eating habits were established.
2. Improvement in oral and written English.
3. Ability to write a simple letter.
4. Ability to select proper foods.

##### Leads to New Units

The immediate interest in the new rationing program soon to be put into effect and the need of becoming acquainted with the plan for insuring a fair share for all, called for an extension of the above study. The

information the children had gained was an excellent background upon which to base the new concepts.

The original title, "Victory Foods for All," was used to explain that rationing meant "fair sharing" so that *all*, including the armed forces, allies, and the people at home, would be able to have a sufficient amount of the right foods.

An explanation and discussion of the point system of rationing processed foods resulted in the class project of making point-rationing books with the color, correct letter denoting the period in which it may be used, and a number 1, 2, 5, 8, giving the value of the stamp. The class put point values on processed commodities and worked out problems in planning and buying.

Valuable opportunities for socialized number work and English were numerous. A significant result of the unit was the establishment of an attitude of cooperation with these new government regulations and an understanding of the important fact that when we

comply with these regulations we are directly helping to win the war.

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"The Grocery Store," "Chickens and Eggs for City People," "Work on the Farm," "How Butter Is Made."

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"Who Help Us Get Our Food," "The Bread We Eat," "How Tomatoes Grow," "Foods That Are Canned."

Smith, Nila, *Round About You, Stories About Food*, Silver Burdett & Co.

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*Safe and Healthy Living, Books I, II, III.*

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#### Teacher's Bibliography

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Dansdill, Theresa, *Health Training in Schools, Blackboard Lessons on Food*, Wheat Flour Institute, Chicago, Ill.

*Instructor*, Sept., Oct., Nov., Dec., 1942.

*Grade Teacher*, Sept., Oct., Nov., Dec., 1942.

Free material was obtained from: Wheat Flour Institute, Chicago, Ill.; National Dairy Council (posters and booklets), Chicago, Ill.; General Mills, Minneapolis, Minn.; National Livestock and Meat Board, 407 South Dearborn St., Chicago, Ill.; U. S. Dept. of Agriculture, Washington, D. C.

#### Songs

*Song Wings*: "A Good Dinner," "Saying Grace," "My Gingerbread Man."

*Songs of Childhood*: "Churning Song," "Planting Corn," "A Tea Party."

*Come Let Us Make a Garden*, Beatrice Perham, Neil A. Kjos Music Co., Chicago, Ill.

#### WHAT IS CHRISTO-CENTRISM?

Christo-centrism is the enabling of the student to learn and practice religion as a thing of personal loyalty to Him who in the Church is the way and the means to the Father. It is the making of the Person the center and core of all religion teaching and an attempt to teach as He did. It is based on the principle that Christ is His own appeal, once He is visualized, known, and loved. Christo-centrism is an aim, a content, and a method.

The divine Teacher made clear the aim which He would have every religion teacher follow. Briefly, the aim of this divine Teacher was to show us how to live unselfishly for God. Christo-centrism thus makes religion to be a striving to do things pleasing to the Father. It insists on a constant visualization of Jesus living His own life so as to please His Father.

Christo-centrism is constant insistence on certain dominant themes often repeated by Christ. Fatherhood, brotherhood, life, the value of the kingdom or the Church, love, deeds of kindness, forgiveness, prayer, mercy, joy—these truths and practices need to be presented in the living situation in which Christ placed them.

Christo-centrism is not a lecturing on Christ, but the permitting of Christ to be heard; it is teaching so that the students may catch His tone, His glance, His love. It is the built-up habit of walking with Christ, thinking with Him, seeing His aim. It is a seeking His counsel; it is companionship with Him. It is an effort to live in Christ in the Church. This absorption into Him, this catching of His unselfishness, courage, fearlessness, patience, joy, love is a slow process and requires complete surrender to Him.

— Rev. Wm. Russell in "Bulletin for Secondary Schools," Catholic University of America.



— Designed by Sr. M. Clotildis, O.S.F.

1. Sweet Jesus, come to me and stay, I long for Thee day after day, Give  
 2. My heart is Thine, give Thine to me. My self to see! Sweet  
 3. Each morn I wake I think of Thee, Each night I long Thy-  
  
 1. me Thy - self for I am Thine, Come, Je - sus, come, sweet Child Di-vine!  
 2. tell me, please, is my heart white? I tried so hard Thee to de-light!  
 3. Je - sus, come, my love I give, Sweet Child Di-vine, for Thee I live!

Jesus Come: A Communion Hymn

—Words and Music by Sister M. Lenore, O.S.B.

## A First Communion Play

Sister M. Edwin, O.S.B.

SCENE: In a little boy's home.

RALPH [calling upstairs]: Say, Mom, some kids are coming over to play with me tonight.

MOTHER: All right, but don't run through the house.

RALPH: We won't, Momie. [A rap at the door and scuffling of feet is heard.]

RALPH: Come in.

CHILDREN: Here we are!

TOMMY: For a whole lot of fun.

RALPH: Let's go out and have a game of marbles.

CHILDREN: Yes, let's!

ALICE: I'm so excited I don't think I care to play.

EUGENE: Why not? Playing marbles is a lot of fun. What are you so excited about?

ALICE: About our First Holy Communion Day. Aren't you getting anxious too?

CHILDREN: Oh, sure.

ANNE: Let's play school, and talk about Jesus.

CHILDREN: That'll be fun.

DAVID: I want to be Father.

CHILDREN: O.K. [David goes out.]

RALPH: I'll have to get some chairs.

[While Ralph brings in chairs, children arrange them in a semicircle. David comes in with cassock on. Children stand.]

CHILDREN: Good morning, Father.

DAVID: Good morning, children. [They all recite the Hail Mary together.]

DAVID: Since we are all thinking about our First Holy Communion Day, who can tell me what Holy Communion is?

CLAIRE: Holy Communion is the receiving of the Body and Blood of Jesus. [James waves his hand.]

DAVID: James.

JAMES: Holy Communion is the food of angels.

ROGER: Daddy told me once that I was an angel.

EARL: You're no angel! Angels have no body, and you have a body.

PATSY: Did you ever see an angel?

TOMMY: Nobody can see angels, because they are spirits. We'll see them when we get to heaven.

DAVID: I'm supposed to ask the questions!

CHILDREN [sitting up straight once more]: O.K.

DAVID: Where is the Body of Jesus?

PATSY: In heaven.

DAVID: Is the Body of Jesus anywhere else?

LUCILLE: It's in church, too.

DAVID: Where is Jesus in church?

ROBERT: Jesus lives in the little golden house on the altar called the tabernacle.

EARL: In my library book it tells the story of St. Gerard. When he was only a little boy four years old, his mother told him about Jesus living in this little house in church.

RALPH: I read that story, too. It said that St. Gerard used to go and visit Jesus in church real often, so that Jesus would not be sad. One day he brought home a loaf of bread. His mother asked him where he got it. He told her that he got it from the little boy with the beautiful lady. One day his sister went along with Gerard and the same thing happened. The beautiful lady was our Blessed Mother.

EARL: That's right—and it told about one day when all the people were going to Holy Communion, little Gerard went right up to the Communion rail.

ROGER: Why did he do that?

EARL: He wanted Jesus to come to his heart, but Father saw that he was just a little boy, so he passed right by.

PATSY: Did he cry then?

RALPH: He cried after he got home.

EARL: And he was very sad when he went to bed that night because he wanted Jesus to be with him—and you know what happened?

CHILDREN: What?

RALPH: I know. An angel came and gave him Holy Communion.

CHILDREN: Oh!

JAMES: An angel won't give us Holy Communion, but if we're good, Father will.

POLLY ANN: It won't be long now.

PATSY: I wish I could make my First Holy Communion.

ROGER: So do I. Say, how does Jesus get in that little golden house?

TOMMY: The priest puts Him there. He changes bread and wine into our Lord's Body and Blood.

EUGENE: I know who changed bread and wine into our Lord's Body and Blood the first time.

DAVID: Who did?

EUGENE: Our Lord did at the Last Supper.

ROBERT: That was the night before Jesus died.

[Telephone rings.]

RALPH: Hello—Yes, she is.—O.K. Patsy, your mother wants you to go home now.

PATSY: All right. I'll see if I can come again.

TOMMY: I think I'll have to go, too. Wait for me, Patsy.

PATSY: All right.

EUGENE: Before we all go, can't we sing the song Sister taught us?

ANNE: Which song?

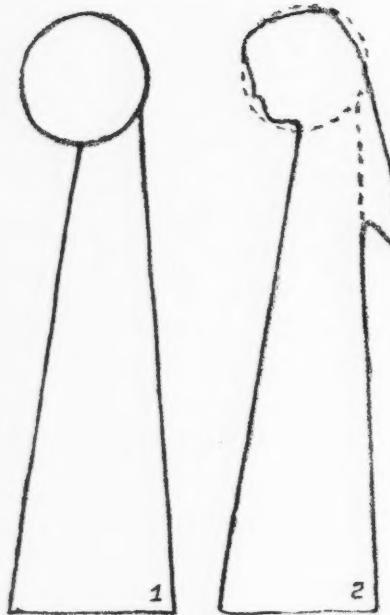
EUGENE: "Jesus, Thou Art Coming."

CHILDREN: Yes, let's sing it. [All stand and sing.]

[Curtain closes]

# Queen of the May: A Rhythmic Drawing Lesson

Margaret E. Schoeverling



To Mary, God's Mother, so gentle and fair  
We come with our love, our praises, and  
prayer.

The Queen of our hearts, the Queen of the  
May,  
With joyful, glad hearts, we salute her today.

We sing to her in loving chorus:  
Oh, sweetest Mother, pray, pray for us!

Now shall we draw, in blue silhouette,  
Our Mother, whose sorrow helped pay sin's  
debt?

With a small, round circle we begin,  
Then a triangle, long and thin.

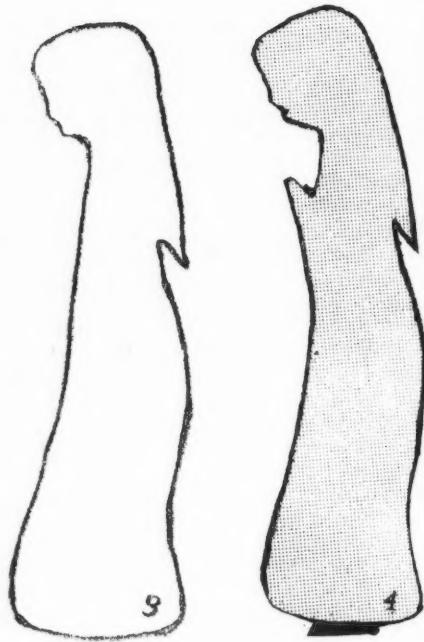
Some short, curved lines make her veil and  
face:  
Hail, lovely Mary, full of grace!

Now curve the straight lines, going down  
To make her flowing, graceful gown.

Then add her folded hands, her feet,  
Our Lady is so fair and sweet!

We've drawn her on paper, now let us pray  
That she will protect us all through life's way.

Mother of Jesus, immaculate, fair,  
Keep us forever within your sweet care.



## Birds in the Art Class

A Sister of St. Francis

The little bird is always dear to the heart of the child, hence it has an important place in the art classes of even the primary grades. Whether the bird is drawn with pencil or crayon, or whether it is painted or cut from colored paper, it is always one of the happiest projects for very young artists.

The teaching of the bird should be rather simple. The art teacher can demonstrate that an oval with a circle added can be made into a bird by adding beak, legs, and tail. The children, if left to themselves, will carry on and produce a marvelous variety of birds. Various birds can be drawn from the same pattern by changing the length of bills or legs, etc. Some will make the tail quite long and top the head with a crest.

Thus the art lesson will develop a very active interest in different kinds of birds. The little ones will be anxious to learn of their habits, where they live, and the different types of song. The teacher may use this opportunity to read some famous poems about birds and show the pupils pictures illustrating how different people in different parts of the world have long used these bird designs on the different things they have made.

Children love to imitate, so of course they will want to make toys from bird designs. They will want to decorate boxes and booklet covers with their designs. Stencils or cut-paper designs or simple block prints can be made in linoleum for decorating cloth. Little folk can hardly contain themselves in happy-

ness and pride when they produce a useful thing decorated by their own little hands.

### Bird Modeling

Students should be trained to visualize natural forms "in the round" because they will thus more readily grasp the mediums wherein line is used to express form.

I do not think that any greater joy or satisfaction can come to any group than to have modeled light and feathery birds that will perch in a swing or stand poised with outstretched wings from a slender branch. These birds may be painted in their natural colors and correlated with nature study or elementary science. This modeling of birds is a good subject for the rural school where many times all grades must work together and too often the supply of material for construction is very limited.

In this work of modeling I would suggest that you use paper pulp. This is by no means a new medium as teachers have been using it for years in the construction of maps in relief or for various articles and effects on their sandtables. Its value as a modeling medium does not seem to be fully appreciated.

Paper pulp is inexpensive and easy to prepare. Almost any kind of old paper torn into little pieces, covered with water and stirred daily will come to a paper pulp and be ready to use in a few days. The water should then be pressed out and paste or glue added to give it the adhesive effect. The teacher should

be careful that she does not make it too sticky or too heavy when dry.

For modeling fruit and vegetables or animals or birds with long legs the pulp is used in about the same manner as clay, and a little practice will aid in determining the proper consistency for satisfactory results.

Animals with long legs and birds may be modeled upon simple framework of wire. The wire does not need to be as heavy as in clay-work as there is little weight when the pulp is dry. Even a very thin layer will not crack and break away from the wire, so we may have animals or birds standing on long, slender legs for the sandtable or even the stage. If at any time the forms do crack or break off by too rapid drying, they can be mended with just a little paste.

In victory we shall seek the establishment of an international order in which the spirit of Christ shall rule the hearts of men and of nations.—President Roosevelt.

### EARLY TRAINING

Parents who love their children with a natural love only, are placing them just a few steps above the animals; and this crude materialism in the rearing of children is what is causing disorder in society. Children who become accustomed to rigorous and faithful observance of what God and the Church command will become genuine Christians, exceptional citizens, and the best patriots.—Bishop Rodriguez (Ibague, Colombia).

# New Books of Value to Teachers

## Practical Psychology and Catholic Education

By Brother George, F.I.C., M.A. Cloth, 231 pp. Brothers of Christian Instruction, Notre Dame Institute, Alfred, Me.

A review of these talks to religious teachers should, first of all, make clear to the reader what the author says in his preface; namely, that he has not attempted to write an educational psychology, but only to apply, in a practical way, the chief principles of the Catholic philosophy of education.

Readers of *THE CATHOLIC SCHOOL JOURNAL* will recognize several of the chapters of this book as articles which Brother George has contributed to the *JOURNAL*; for example, "Molding Characters and Tempers," "Memory in the Classroom," "Authority in the Classroom," and "Laziness and Lies in the Classroom."

Christian teachers will find Brother George's simple discussions helpful in solving some of the troublesome problems of their daily work and in upholding the supernatural ideals of their profession. They will find them, especially, an antidote to discouragement and to harshness in discipline.

## Book Selection for Secondary School Librarians

By Willard A. Heaps. Cloth, 335 pp., \$2.50. H. W. Wilson Company, New York, N. Y.

A one-volume encyclopedia of book selection for high school librarians—to date the only work on the market directly applicable to the secondary school situation. Its four well subdivided parts consider the satisfied reader as the ultimate goal and purpose of all selections. Part I considers the adolescent and his reading needs. Here "School Library and Guidance" is the keynote, and we read again of "the right book for the right child at the right time." Part II discusses the background of book selection from the standpoint of the basic knowledge needed by the school librarian. Types of book material, criteria of book evaluation, and basic book-selection aids are noted in this Part. Part III sets the stage for an understanding of the content areas of the curriculum as basis for selection. Part IV deals with the actual technique and practice of book selection. Obviously this last part fills the greatest, the most urgent need, for a mere mastery of principles is no substitute for knowledge of books themselves. In this last division, library problems of Catholic Parochial and Diocesan High Schools are included.

To supplement the knowledge of technique and background found here the author advises the handling and perusal, and often detailed reading of many books of fiction and nonfiction. This stresses the fact that a well informed librarian must *per se* be a voluminous reader. To help carry out the advisory proposal, 338 book lists are listed and annotated—book lists of fiction and of books serving the entire curricular background of the high school. By covering in detail and according to the latest library observations the three basic factors of readers, their reading abilities and interests, and the books themselves, the author has solved an oft-recurring problem for many busy secondary-school librarians and has placed at their disposal a timesaving volume.—S. M. S.

## The Thirteen American Colonies

By Southworth & Southworth. Cloth, 512 pp., illustrated. Iroquois Publishing Co., Syracuse, N. Y.

Here is a brief treatment of all thirteen of the original colonies, preceded by a good general description of the various groups of Indians scattered over the whole of the Western Hemisphere. Each chapter begins with a brief preview and ends with a concise summary and a new-type test. More than 200 illustrations and 15 outline maps, each with a good descriptive

caption, tables of dates and other identifying material, a complete pronouncing glossary, and a good index add to the value of this grade-school textbook.

## The Book of Catholic Authors (2nd Series)

Ed. by Walter Romig. Cloth, 332 pp., illustrated. \$2.20. Walter Romig & Co., Detroit, Mich.

The announcement of this book will be good news for school librarians, teachers, and all who are interested in brief, personal sketches of Catholic authors. Each, with one exception, of the 58 sketches is autobiographical and is illustrated with a portrait of the author. All who know the difficulty experienced by students in obtaining adequate personal data on Catholic authors will appreciate the value of this collection.

## Solid Geometry

By Seymour & Smith. Cloth, 273 pp., illustrated. \$1.60. The Macmillan Co., New York, N. Y.

A gradual approach to solid geometry is a distinguishing feature of this new textbook. It begins with a list of axioms, postulates, and principles of plane geometry and then points out the fundamental analogies and differences in these two rather distinct branches of mathematics. A special effort is also made in approaching problems of construction. Special attention is given to application to present-day conditions. The usual modern tests and reviews and the necessary tables and appendixes are included.

## The Core-Vocabulary Readers

By Huber, Salisbury & Gates. *The Ranch Book* (primer), 160 pp., 76 cents. *Rusty Wants a Dog* (first reader), 192 pp., 80 cents. The Macmillan Co., New York, N. Y.

The Core-Vocabulary series of primary readers supplies supplementary reading using the basic core vocabulary for the given grade. Each may be read in class after the basic reader has been finished.

*The Ranch Book* is a delightful picture of life on a ranch, introducing the children to the size of our country and its variety of life and occupations. *Rusty Wants a Dog*, another complete story, presents in a really sensible way, the natural desire of a boy for a dog and illustrates a dog's usefulness even in the city. Both of these human-interest stories will supply wholesome recreation while they strengthen and build up the children's vocabulary.

## America's Old World Background

By Southworth & Southworth. Cloth, 574 pp., illustrated. Iroquois Publishing Co., Syracuse, N. Y.

This book for the intermediate grades, begins with a summary of Greek and Norse mythology. Following this is a chapter on prehistoric man; then several chapters on ancient history; a rather detailed study of the Middle Ages; and, finally, the period of exploration and discovery.

There are many teaching helps such as previews, summaries and questions, and maps. The many illustrations with descriptive captions are planned as part of the text. Unfortunately, quite a number of these pictures are definitely objectionable.

## Safety and Conservation in Wartime

Published by Beckley-Cardy Company, Chicago, Ill.

This report contains pertinent information on safety for national defense, conservation, and safety in school shops. The booklet will be found useful for boys and girls on the home front.

## Our Surroundings

By Fowler, Collister & Thurston. Cloth, 768 pp., illustrated. Iroquois Publishing Co., Syracuse, N. Y.

This "complete textbook in general science for grade 8 or 9" presents the elements of science in general, and their specific functioning in physics and chemistry (air, water, heat, light, weather,

sound, magnetism and electricity, machines, transportation, soils, etc.) and, finally, studies the general principles of biology in plants and animals, including microscopic life and human life. A major objective of the book is to show how science affects living and civilization. Each chapter contains a brief preview of its subject matter and is followed by thought questions for discussion and review. Experiments suggested and explained form an integral part of the lessons. The biological chapter should have been kept as elementary in subject matter as they are in style.

## A Commentary on the New Testament

Cloth, 728 pp. Published by William H. Sadlier, Inc., New York, N. Y., for the Catholic Biblical Association.

This inclusive book has been prepared by a committee of biblical scholars representing the Catholic Biblical Association. The new Confraternity version of the New Testament is the basis of the textual references.

## English for Life

By Martha Gray. Four books of 96 pp. each: *Explaining, Understanding, Improving, and Summarizing*. Paper, each 60 cents. J. B. Lippincott Co., Philadelphia, Pa.

Here is a practical set of combination textbooks and workbooks. The explanatory material is placed on the inside half of perforated sheets so that it remains for permanent reference after the exercises on the outer part of the sheets have been torn out.

The explanations are clear and concise and well planned to develop good habits of usage based on an understanding of principles. The set will provide a good course in functional grammar, spelling, and the mechanics of composition.

## Pre-Service Course in Automotive Mechanics

By James V. Frost. Cloth, 555 pp., illustrated. \$1.96. John Wiley & Sons, New York, N. Y.

This is one of the five volumes of the Wiley Pre-Service Series, prepared in accordance with the recommendations of the War Department and the U. S. Office of Education. It teaches the names, locations, and principles of operation of the parts of a motor vehicle. Enough of the principles of physics for an understanding of the operation of each unit is presented.

## The Important Pig

By Julie Bedier and Louise Trevisan. \$1. Longmans, Green & Company, New York, N. Y.

A charming piece of modern China as it is lived within walls of a children's mission—peaceful, crammed with the lush sweetness of childhood at play and in mischief—written with the assurance of one who, as a Maryknoll Sister, spent 16 years in missionary work in China, Japan, and Manchukuo. Piquantly illustrated in black and white, the book is filled with authentic detail of Chinese life well within the mental limits of the second grader.—M. S. B.

## A Wartime Handbook for Young Americans

By Munro Leaf. Cloth, 64 pp. \$1.25. Frederick A. Stokes Company, Philadelphia, Pa.

Munro Leaf likes to draw pictures and so, whimsically, he has drawn a bookful—with incidental reading matter—to tell the under-twelve Americans how they may help win the war. Probably more amusing to the adults for whom it was not intended than educational to the children for whom it was written.—M. S. B.

## Current History

By V. H. Culp. Ed. by Mary A. Guhin. Paper, 44 pp. 35 cents. Hub City School Supply Co., Aberdeen, S. Dak.

A synopsis of 1942-43 current events to supplement text in history, geography, and civics. A very helpful summary of national and international events for schools in any part of the country. A special section summarizes events of more or less local interest in South Dakota.

# The Fabric of the School

## A Custodian's Report Sheet

Here is a check list sent from time to time to the custodians of the public school at Ithaca, N. Y. Each custodian is expected to act as the inspector of his own building, to find the items that need attention and to see that all adjustments and repairs are made promptly. The following questions are supplied by way of suggestion.

### Yards

Are there papers, stones, or other debris on the grounds?

Are there any ruts or holes that need filling?

Is the apparatus in good condition?

Are swing seats slivered or broken at the ends?

Are swing bearings oiled?

Has apparatus been inspected for worn parts?

Are there loose wires on fences where children might tear clothing or be injured?

Are gutters clean? They should be cleaned often.

Are all drains clean?

Is shrubbery trimmed? Is it clean around the base?

Are walks clean (free from snow and ice in the winter)? Each custodian is furnished with everything necessary to keep the walks clean and there is absolutely no reason why they should be dangerous at any time.

### Rooms

Are the seats straight, in good repair, and rigidly fastened to the floor?

Are they of the proper height?

Are inkwells in the desks?

Are window shades in good condition with rollers working correctly?

Are there pull-down cords on the shades?

Are window fasteners and catches working correctly?

Do windows open and close easily?

Are balance ropes in good condition?

Do windows rattle?

Are window sills clean?

Are there any broken panes, etc.?

Are all light bulbs good?

When were light shades cleaned last? (Scheduled to be cleaned once a month at least.)

Are switches in good condition?

Are table legs tight, chairs in good repair, are there splinters where clothing may be torn?

Are locks working correctly?

Is there an accumulation of dirt, paper, or other matter under the radiators, around the pipes, under furniture, in vent flue ducts or other recessed openings?

Are there cobwebs or dust on the walls that should be cleaned?

Are there streaks of dirt over the radiators or air inlet ducts?

Are there any slate blackboards that are loose?

Are chalk rails rigid and clean?

Are picture moldings, wires, and fastenings safe?

Is there an accumulation of materials in the room that are not used, such as old magazines, books, rubbers, maps, charts, etc.? (If these are called to the attention of the teachers, they will be glad, no doubt, to have them removed.)

### Drinking Fountains

Drinking fountains should be inspected and cleaned daily. Adjustment should be checked as to height of stream.

### Cloakrooms and Lockers

Is there a collection of old rubbers, clothing, books, papers, or other debris in the cloakrooms or on the lockers?

Does the place need a thorough cleaning?

### Toilet Rooms

Is there a yellow stain in the closet bowls?

Has the outside of the closet bowl been cleaned?

Is there an accumulation of dirt back of the closet bowls?

Is the floor clean next to the wall and in the corners?

Is there an odor in the toilet rooms?

### Miscellaneous

Are the boiler flues clean? (They should be cleaned at least once a week during the period they are used. One-eighth inch of soot decreases the efficiency of the boiler at least 20 per cent. This means there is 20 per cent more coal to fire and 20 per cent more ashes to take up.)

Has the oil been changed in the motors? (This should be done at least twice a year.)

Have you any ventilating motors in the attic or other inconspicuous places that need oiling or inspecting? Motors should be inspected at least once a month to see that they are in good running order.

Has the flag rope been inspected recently? (It is easier to install a new rope before the old one breaks.)

How are the door checks? Do any of them need refilling?

Are the roofs and conductors clean? Especially flat roofs. Are any roof slates loose? Are there leaves on the roof or in gutters?

Do sandboxes, seesaw planks, or other apparatus need painting?

Are door glasses secure and clean? Glass should be cleaned daily.

Are doorknobs tight?

Are name cards on the doors?

Do floors need waxing or refinishing?

Have your fire extinguishers been refilled within a year?

Are there any combustible or inflammable materials of any nature in any of the fan rooms, air ducts, or other places from where the ventilating fans could possibly draw smoke and force it into the classrooms?

Are any chairs or other furniture stored near any exit from rooms or building that might be pushed around to block entrances in case of fire or emergency? Our greatest

fire hazard is the danger of someone being trampled to death or seriously injured, in case of a panic from smoke or fire.

Have your fan rooms, ducts, and other basement rooms been thoroughly cleaned recently? Fan rooms and other unused spaces should be cleaned as often as necessary to keep them reasonably clean. It is surprising how quickly dust accumulates in unseen places.

### ANCIENT CALIFORNIA SHRINE NOW EMPLOYS MODERN BUS

The historical Mission San Juan Capistrano, which dates back to the oxcart days of 1776, now possesses a direct link with the modern world—a new 40-passenger White Bus for the use of its parish school. This vehicle, representing the latest word in transportation, is about the only evidence of departure from age-old atmosphere so devoutly preserved. The bus is used to transport pupils to the school from a 10-mile radius. Most of the pupils are descendants of the original California Indians who still reside on the ranchos.

The famous Mission San Juan Capistrano was established by Fray Junipero Serra and remains today as one of the most colorful of the California missions. Early in the nineteenth century, the Mission was seized by Hipolito Bouchard, an Argentine pirate. During the Mexican Regime it was taken over by that government and sold. In 1865 it was restored to the possession of the Catholic Church by President Abraham Lincoln.

The accompanying picture shows Indian children boarding the bus for their daily trip home from the parish school. In the background can be seen the Mission school.

Aside from its colorful history, the Mission San Juan Capistrano has been widely publicized in recent years because the swallows which domicile there in the summer always leave on a certain day in the fall and return on a certain day in the spring. This definite departure and returning date has amazed scientists.



Modern Bus for an Old Mission School.



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*As reported by a prominent news magazine*

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*ROBERT P. PATTERSON, Under Secretary of War*

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To Shorten The Duration

## Catholic Education News

### Significant Bits of News

¶ The Catholic Rural Life Conference of the Archdiocese of St. Louis is rendering yeoman service to poorer rural parishes, especially by way of assistance to the rural parish schools. During the past year, the conference received donations of \$44,232.06 from churches, organizations, the clergy, and the laity and disbursed financial aid amounting to \$38,078.81. This conference has, up to date, aided in establishing 16 rural parochial schools, some of them serving several parishes.

¶ The evening division of Boston College is offering to women courses in Catholic life and

worship, Catholic family life, current topics interpreted in a Catholic way, Catholic philosophy, books, South American neighbors, and standard courses for a B.A. degree.

¶ Sister M. Patrice and Sister M. Frederick of the faculty of St. Clare College, St. Francis, Wis., have undertaken an eight-month tour of Latin American countries in preparation for the writing of two textbooks, for junior and senior high schools, on the history of Latin American republics. The tour is being financed by a travel grant of the Department of State of the U. S. government.

¶ "High Points in Teaching Religion to Public School Children" was the title of a course for priests, religious, and lay teachers, given during Lent at the convent of the Mission Helpers of the Sacred Heart in Manhattan, New York City.

The course was sponsored by the Mission Helpers and the archdiocesan Confraternity of Christian Doctrine.

¶ Translations of Latin-American literature for students of high schools in the United States are being made at the Catholic University of America.

¶ The Army Air Forces Radio Instructor School at St. Louis University, St. Louis, Mo., first and only school of its kind, will conclude its initial scholastic year May 19. A total of more than 2000 instructors will have been graduated. The graduates are from all parts of the nation.

### Recruiting Teachers of Religion

In discussing the qualifications of Confraternity teachers, Bishop Winkelmann, writing in the March, 1943, issue of *Our Parish Confraternity* (published by the Confraternity of Christian Doctrine, 401 Michigan Ave., N.E., Washington, D. C.), points out as a primary qualification, that of sympathy and patience with the underprivileged children who are not in Catholic schools. "In this most laudable and meritorious work, the teacher must first be Christian, and that implies being patient with those that Divine Providence has placed in our charge."

The same issue of *Our Parish Confraternity* pays tribute to the work of Sisters who form the bulwark of the teaching staffs of the Confraternity schools. "It is especially desirable," says the editor, "that in each Community a Sister be appointed who is a specialist in Confraternity organization and in the whole range of its activities. Her duty is to assist her fellow Sisters to become wholly familiar with the Confraternity and its various divisions. This knowledge in turn is brought to other convents, and its effect is soon evident to the parish directors in the new zeal and interest with which Confraternity work is everywhere carried out."

In addition to Sisters, the Confraternity needs many more qualified lay teachers and workers known as "Fishers" who go out and find the children who should be enrolled in the classes.

### A Patriotic Decision of the N.C.E.A.

There was no national meeting of the National Catholic Educational Association which had been planned for Easter week at Buffalo. After consulting with the Office of Defense Transportation, the officers of the association decided to cancel the meeting, announcing their decision thus: "Under the circumstances, the executive board feels that even at the expense of great sacrifice, the association should be ready and willing to postpone the meeting, lest in the slightest degree the nation's war program should be impeded."

The various regional groups within the association will hold their regular meetings, and committees of the national organization are working on plans by which important matters may be given proper attention outside of a general meeting.

The new Committee on Mission Education, authorized at a recent meeting of the executive board of the N.C.E.A., is already at work on plans to make our pupils and teachers mission-minded.

### Pennsylvania Convention Canceled

The 1943 meeting of the Catholic Educational Association of Pennsylvania has been canceled by the president, Rev. John J. Featherstone, in compliance with the vote of the executive committee, which favored cancellation of the convention and the substitution of panel discussions on pertinent problems by keymen.

### Personal News Items

REV. PAUL L. BLAKELY, S.J., associate editor of *America*, died on February 26, at the age of 62. Father Blakely was a recognized authority on the Constitution, the Civil War, and labor and sociological questions.

SISTER THOMAS AQUINAS, O.P., professor of (Concluded on page 12A)

## SO THAT Remington Rand NEED NOT MAKE A POST-WAR MODEL LIKE THIS—



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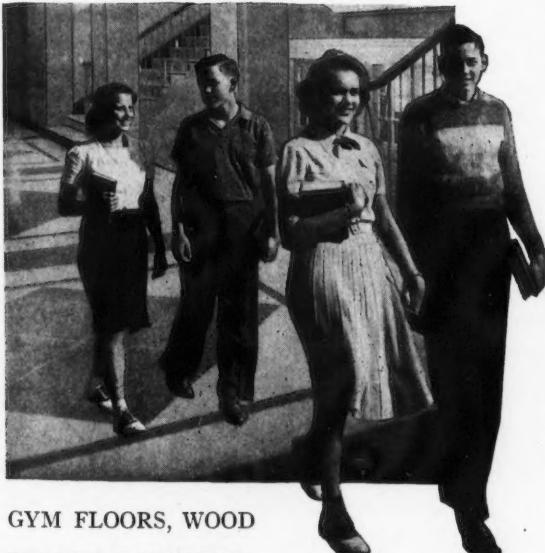


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(Concluded from page 10A)

philosophy at Rosary College, River Forest, Ill., has been named a sponsor of the University Committee on Post-War International Problems.

Rt. REV. MGR. FRANCIS J. HAAS, dean of the school of social sciences at the Catholic University of America, has been appointed by President Roosevelt to a nine-member National Railway Labor Panel.

REV. RAYMOND A. MCGOWAN, of the diocese of St. Joseph, assistant director of the department of social action of the N.C.W.C., has been named by President Roosevelt as one of a committee of eight to advise him on proposed amendments of the Organic Law of Puerto Rico.

COL. EDWARD A. FITZPATRICK, editor of THE CATHOLIC SCHOOL JOURNAL, president of Mt. Mary College (Milwaukee), and executive assistant to Gen. Lewis B. Hershey, draft administrator (Washington), has been approved by President Roosevelt as one of three men for a

permanent review committee on deferment of government employees. As an educator, Dr. Fitzpatrick is also serving in civilian educational post-war planning organizations.

SISTER M. ELLEN O'HANLON, head of the department of biology at Rosary College, River Forest, Ill., has been made an honorary member of the Eugene Field Society, a national association of authors and journalists, in recognition of her college textbook in botany, *The Fundamentals of Plant Science*. Thus a textbook in science is recognized as an outstanding contribution to literature. Many scientific periodicals have praised this book as an outstanding scientific textbook. A prominent non-Catholic scientist points out how successfully it shows faith and science working hand in hand.

REV. WALTER MCQUINN, S.J., dean of the school of social work of Boston College, is now vice-chairman of the War Labor Board for New England.

#### Army Prepares Teaching Kit for Basic Radio Code

The U. S. Army Signal Corps has made available to schools the material that it has worked out for teaching the Basic Radio Course.

This kit of materials consists of 17 phonographic recordings, together with all instructional and practice material necessary to teach a class of 25 to 50 students to receive radio code at a speed of ten words per minute.

With this kit any educational institution can offer immediately this basic course which must be mastered as a preliminary training by soldiers and sailors and aviators who are being prepared for duties that require the receiving of radio messages.

No special equipment except a phonograph is required for teaching and any teacher can administer the course which can be mastered by an ordinary student in from 40 to 80 hours.

The Thomas Y. Crowell Company of New York City in cooperation with four other publishers has contracted with the government to distribute these instruction kits.

#### Catholic Book Week Handbook

The Washington-Maryland-Virginia unit of the Catholic Library Association will publish very soon a Catholic Book Week Handbook.

The committee in charge of the compilation of the handbook is anxious to secure at the earliest possible moment suggestions and ideas which have contributed to successful book-week projects. Actual copies of posters, booklists, plays, etc., are desired, and these will be returned if return is requested.

Address school material to: Sister St. Magdalen, Librarian, Immaculata Junior College, Wisconsin and Nebraska Avenues, N.W., Washington, D. C.

Address college and university material to: Mr. Phillips Temple, Librarian, Georgetown University, Washington, D. C.

Address seminary items to: Mr. William J. Gibbons, S.J., Woodstock College, Woodstock, Md.

Address general correspondence to: Richard James Hurley, Dept. of Library Science, Catholic University of America, Washington, D. C.

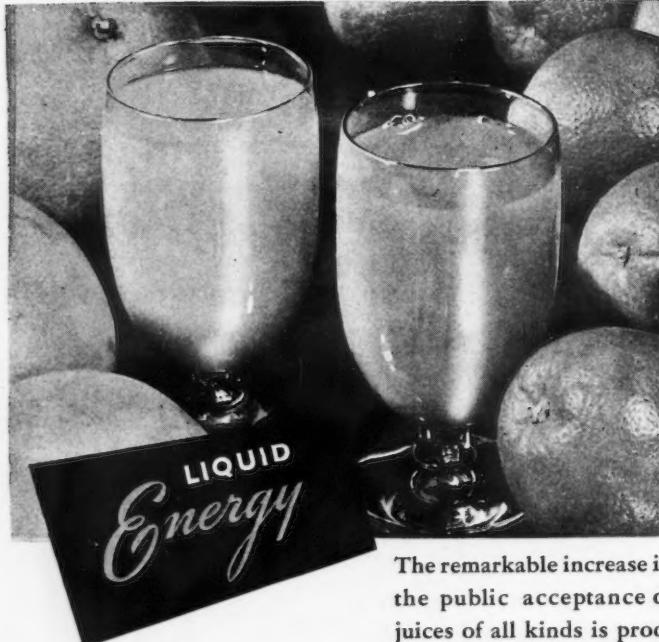
#### Woodlock Gets Laetare Medal

"One of the most vigorous and effective apologists among the Catholic laity" is the gist of the citation by which the University of Notre Dame conferred the 61st Laetare Medal upon Thomas F. Woodlock, distinguished editor of the *Wall Street Journal*.



Thomas F. Woodlock

Mr. Woodlock was born in Ireland in 1866. He studied at Beaumont College, in England, and at London University; and received honorary degrees from St. Francis Xavier College, New York City, and Fordham University. He was appointed to the Interstate Commerce Commission by President Coolidge in 1925.



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As, every day, the war is demonstrating the mettle of men and machines, so the conditions imposed by it are proving the unsurpassed strength and stamina of the grandstands and gymstands designed and built by WAYNE craftsmen . . . leaders in their field for a quarter of a century.

Some day . . . soon, we hope . . . Victory will enable us to offer, again, our products and services to the Nations' schools and colleges. Then . . . you will have better reason than ever to remember WAYNE!

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WAYNE craftsmanship and facilities are being employed in the building of such tools of war as the steel observation tower illustrated at the right. Here, too, the principles of design and construction that have established WAYNE'S reputation for dependability and safety, have won highest commendation from those whom we are privileged to serve.

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Strathmore Educational Service, Box 10, Aurora, Ill.

For brief reference use CSJ—514.

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The American Crayon Co., Sandusky, Ohio.  
For brief reference use CSJ—511.

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### CORRECT ARMY-NAVY SERVICE FLAGS

The correct types of service flags which organizations and individuals may display, to honor their men and women now serving with the armed forces, have just been announced by the War Department in Official Circular Number 85.

The service flags for this war, under this ruling, will be virtually the same as those authorized during the last war.

For homes and individuals, the flags will consist of a blue star in a white rectangular field with a red border. To designate a person who has died in service a gold star of smaller size will be superimposed over the blue star, leaving a border of blue around the gold. The flag may carry one star for each person in service.

For organizations, lodges, churches, hospitals, and other groups, virtually the same type of flag will be used, of a size appropriate to the place where it is to be hung. One blue star is employed for each person in the organization called to service and one gold star for each person who has died in service. When large numbers of an institution of any sort are called one large blue star may be used and the number of persons in service shown beneath the star in Arabic numerals.

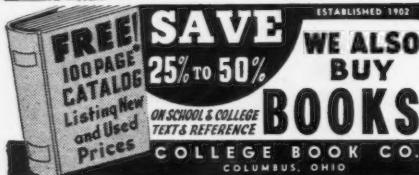
The shades of red, white, and blue in all service  
(Concluded on page 16A)

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(Concluded from page 15A)

flags will be the same as designated by the government for the U. S. flag.

Any other service flags are not considered within the meaning of the law and the published regulations under it.

Most flags now displayed have conformed to the specifications covered under the War Department order.

*The Faircraft Company, Rock Island, Ill.*  
For brief reference use CSJ—513.**NORTH AFRICAN FILMS**

Dr. John Harvey Furbay of Mills College and Count Byron de Prorok of "The Fighting French" are among the best informed travelers in North Africa. Both are well known as authors, lecturers, and teachers and both are engaged by the War Department to instruct large numbers of American soldier trainees on the conditions likely to be encountered in the African theater of war.

Professor Furbay is particularly well informed on Liberia where he spent almost four years on an educational mission. His lecture film "Liberian Republic" is, therefore, authoritative as well as timely.

Count de Prorok is a noted archeologist, a veteran of thirty international expeditions. He contributes two new lecture films "Ancient Trails of North Africa" and "Warriors of the Sahara."

Each film 16mm, sound, and ten minutes in length.

*Bell and Howell, 1801 Larchmont Avenue, Chicago, Ill.*

For brief reference use CSJ—512.

**AIDS TO STUDENTS OF SPANISH**

Seven albums of records of the songs of Latin America recently released are aiding in the study of the Spanish language through music.

With a view to giving the maximum aid to students of Spanish, there has been included in each album four supplementary booklets which give the Spanish lyrics of each song, the phonetic pronunciation of the lyrics, and the English translation.

Forty-six songs are in the entire group covering a wide range of Latin American music in the Spanish language. The recording artists, natives of the countries from which the songs spring, have been carefully selected.

The use of these records cannot fail to make the study of the Spanish language more interesting to the ever-increasing number of students.

*RCA Victor Division, Radio Corporation of America, Camden, N. J., U.S.A.*

For brief reference use CSJ—515.

**AMERICAN HANDICRAFTS**

Produced by Lucia Mysch, Ball State Teachers' College, Muncie, Ind., a ten-minute sound black and white film of American handicrafts depicting textile, pottery, wood-carving, and glass-blowing cottage industries has been released. The film is interesting and informative with a teacher-made record.

*Bell and Howell Company, 1801 Larchmont Avenue, Chicago, Ill.*

For brief reference use CSJ—510.

**COMING CONVENTIONS**

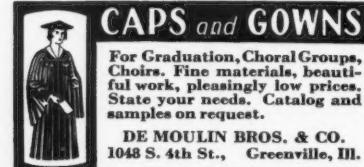
- April 12-16. National Conference of Social Work, at St. Louis, Mo. Howard R. Knight, 82 N. High St., Columbus, Ohio, secretary.
- April 30-May 1. Wisconsin Vocational and Adult Education Association, at Milwaukee. William A. Brazier, Milwaukee Vocational School, Milwaukee, secretary.
- June 28-29. Pennsylvania Vocational Association, at Eagles Mere. F. Theodore Struck, Pennsylvania State College, State College, secretary.
- June 28-July 2. Association for Childhood Education (North Atlantic Regional Conference), at Boston, Mass. Royce H. Knapp, Wheelock College, Boston, publicity chairman.

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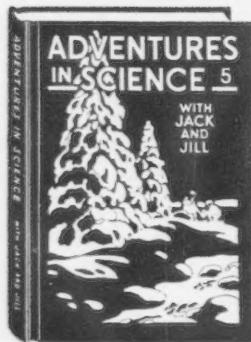
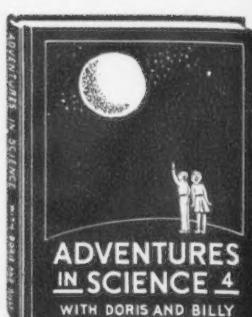
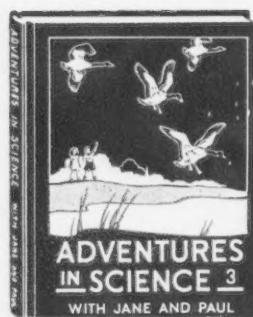
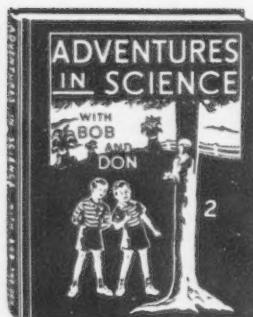
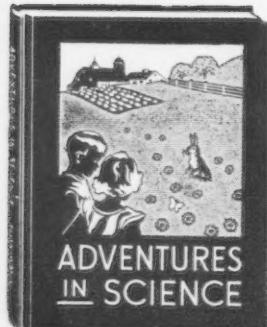
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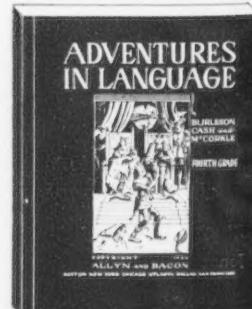
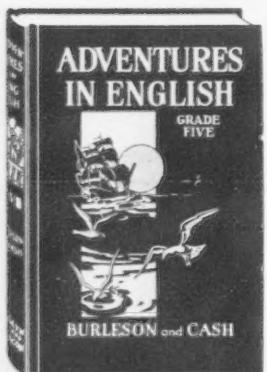
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